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## Coordinated compliance review: Guidebook for the English language learner coordinator

Dilma Cordeiro Bonzer

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COORDINATED COMPLIANCE REVIEW: A GUIDEBOOK FOR  
THE ENGLISH LANGUAGE LEARNER COORDINATOR

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A Project  
Presented to the  
Faculty of  
California State University,  
San Bernardino

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
in  
Education:  
Bilingual/Cross-Cultural

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by  
Dilma Cordeiro Bonzer  
September 2005

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COORDINATED COMPLIANCE REVIEW: A GUIDEBOOK FOR  
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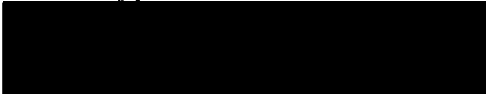
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by  
Dilma Cordeiro Bonzer  
September 2005

Approved by:

  
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## ABSTRACT

This project was designed to guide the English Language Learner Coordinator of an elementary school with the appropriate steps that must be taken to be compliant with the State of California policies related to providing English Language Learners with equitable educational programs.

Individual school districts receive funding under Titles I and III from the State of California in order to provide services to their English Language learner (ELL) population. The ELL program is only one of the many categorical programs for which Local Educational Agencies, (LEAs) or school districts, can receive funding. Other programs include adult education, child development, educational equity, gifted and talented education, improving teacher quality state grants, migrant education, and physical education among others. The Adelanto School District is one of such districts that receive funding from the State of California to provide services to their ELL population. As such, they are mandated to comply with the State's Coordinated Compliance Review (CCR) requirements.

The Goal of this project is to provide English Language Learners' Coordinators with a handbook on how to

achieve compliance with the State of California Coordinated Compliance Review's (Comite de Padres/ Parents' Committee) process in that it will assist the English Language Learner's Coordinator in reviewing the rules, regulations, and policies that must be used to monitor school districts English Language Learners' educational programs. This handbook will facilitate the compliance process and ensure that the ELL students' needs are being addressed and met.

## ACKNOWLEDGMENTS

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Special thanks are due to my husband, Russell, and children, Samantha and Meaghan for their love and patience while I pursued my educational goals. Additionally, I would like to thank my parents Dagoberto e Iara Veras, my mother-in-law, Marjorie, my sisters, Alessandra, Stephania and Julianne, and my good friends, Diana Tabet and Jacklyn Lac for their continued support, love and encouragement.

## DEDICATION

Eu penei mais aqui cheguei



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## CHAPTER ONE

### BACKGROUND

#### General Introductory Remarks

The Coordinated Compliance Review (CCR) Guide published by the State of California Department of Education was created in response to a lawsuit by Latino parents concerned about their children's education. In the lawsuit *Comite de Padres vs. State of California* Latino parents claimed that their children were not getting an equitable education compared to that of English-speaking children. Following the lawsuit the State of California created the CCR Guide, along with its Monitoring Unit which would not only monitor schools and other LEA's, (Local Educational Agencies), who also receive funding from the State, but also provide necessary guidance and support in areas in need of compliance.

The CCR guide mentions that the purpose of a CCR review is not just to look for LEA's that are out of compliance, but also to find and recognize those LEA's that are excelling or having an extraordinary performance in providing services for all those students for whom the State of California provides supplemental funding.

As a result of the *Comite de Padres vs. State of California* lawsuit, individual school districts receive additional funding from the State of California in order to provide services to their ELL population. Thus, the purpose of this handbook is to offer guidance to the ELL Coordinator of Elementary schools on how to help his or her school in meeting CCR's compliance issues while making sure that ELL students are receiving the adequate education for which school districts are receiving additional funding.

This handbook will not only give a background review of the reasons for CCR, but also explain the process and offer suggestions regarding the compliance items, who is responsible for each compliance item, and offer examples of documents that are necessary for a school site to achieve compliance.

### Significance of the Project

In the state of California we currently have approximately 1,599,042 English Language Learners or 25.6% of its total enrollment is students whose primary language is other than English (<http://www.ed-data.k12.ca.us>). It is important for the Bilingual Coordinator at each school site that serves such a population to be aware of the

State's rules and regulations as far as ELLs are concerned so that she can ensure that ELL students are receiving an equitable education as per California Department of Education's mandates.

#### Statement of Need

Upon accepting employment as the bilingual coordinator at my school site, I found that I needed to find out more about the CCR process and the needs of English Language Learners in our school. I felt that there was a need for this handbook because other Bilingual Coordinators after me would be more aware of the CCR guidelines and requirements in better serving their ELLs students, and also in attempting to help their schools become compliant.

The Bilingual Coordinator or English Language Learner Coordinator at individual school sites has many responsibilities which include not only testing, redesignating and monitoring redesignated students, but also monitoring enrollment of ELL students, and ensuring that their site has a fully operating ELAC committee. In addition, she must also work in cooperation with school staff to ensure accurate record keeping and data collection, assist administration with preparation of

Development - Teacher certification (Credential) issued by the State of California Department of Education

CDE - California Department of Education - Institution in charge of education in the state of California.

CELDT - California English Language Development Test. Test given to students in California schools - grades k-12 that English Language proficiency.

CLAD - Cross Cultural Language and Academics Development - Certification (Credential) issued by the State of California Department of Education.

CCR - Coordinated Compliance Review - Monitoring process that Local Educational Agencies must go through if they receive categorical funds from the State of California Department of education.

Comite de Padres - Parents' Committee - Initially a Latino Parent organization who organized to seek better ways to help their children and make sure that the schools were offering them an equitable education. Presently an organ of the State of California's Department of Education Monitoring Unit.

CRT - (District's) Curriculum Mastery Test - Test students must take to show that they have mastered the curriculum.

CST - California Standards Test - Standardized test given by the State of California to all school-age children in California Schools.

DELAC - District English Learner Advisory Committee - English Language Learners parents' committee that meets regularly with administration and district to discuss issues related to English Language Learner students.

Dual-Immersion Programs - Bilingual teaching program where students can learn two languages simultaneously.

ELAC - English Learner Advisory Committee - School site - English Learner Advisory Committee - English Language Learners parents' committee that meets regularly with administration to discuss issues related to English Language Learner students.

EEO - Equal Education Opportunity Act - Ensures that all students receive an equitable education in California schools.

ELL - English language learners - Students for whom English is a second language.

ESL - English as a second language. Program that aims at teaching English to English Language Learners.

EIA-LEP - Economic Impact Aid-Limited English proficiency - Funds that the State of California makes available

to school districts to ensure that resources are provided to English Language Learners.

FEP - Fluent English Proficient. Student who speaks English fluently.

HLS - Home language Survey - A document parents fill out upon enrolling their students in school. It informs the school if the student speaks or has ever spoken another language at home so that student can be assessed and properly identified to receive services.

LEA - Local Educational Agency - School Districts and other governmental agencies such as county offices of education, and migrant education regional offices.

SDAIE - Specially Designed Academic Instruction in English - Instructions teachers use in class to ensure that students have a better understanding of a concept.

SEI - Structured English Immersion - English Language Learners' Program used by school in teaching their English Language Learner students.



## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### Introduction

Individual school districts receive funding under Titles I and III from the State of California in order to provide services for their English Language learner (ELL) population. The ELL program is only one of the many categorical programs for which LEA (Local Educational Agencies) or school districts can receive funding. Other programs include adult education, child development, educational equity, gifted and talented education, improving teacher quality state grants, migrant education, and special education among others. The Adelanto School District is one of such districts that receives funding from the State of California to provide services for their ELL population. As such, they must account as to how these supplemental funds are being used.

The CCR's ELL Monitoring Unit ELL program was started after a law suit was filed by the Comite of Padres against the State of California. The Comite de Padres or Parents' Committee consisted of a group of Latino parents who felt that the educational services offered to their children were not equitable. Following the lawsuit, the Comite was

created so that the State of California could better monitor schools and the programs offered to ELL students. Rogers adds that "Title V of the CA Code of Regulations requires that school districts provide equal opportunity for all California students, and the settlement agreement called the Komite de Padres of 1985, 1996 requires the State Department of Education to monitor districts' programs for English learners" (2002, p. 2).

In addition, Rogers states that "In June of 1998 sixty one percent of California voters enacted Proposition 227, which basically states non-English speaking California public school children should learn English at the earliest opportunity and be transitioned into mainstream classrooms" (2002, p. 2). It is important to note, however, that this was only 61% of those who voted, and not all of the voting population who could have voted. However, this transition or redesignation process mentioned by Rogers can have different criteria depending on each individual school district. According to the Adelanto Elementary School District's ELL Master Plan (DRAFT), for instance, some of the requirements include; a score of Early Advanced or Advanced on the CELDT (California English Language Development Test), a score of Basic or 325 on the CST (California Standards Test) in

math and language arts, a grade of "C" or better on the district's Curriculum mastery (CRT), teacher recommendation, and a consultation with the parent. The Adelanto Elementary School District currently serves a population of over seven thousand students of which approximately 2,013 are English Language Learners or students whose first language is other than English (Tabet, 2004, p. 2). The Adelanto District, like many other districts in the state of California, receives additional funding for its ELL population, and therefore, must account to the State of California as to how this funding is being used.

#### Coordinated Compliance Review

In order to monitor school districts such as the Adelanto School District in 2002 the State of California created its Coordinated Compliance Review Training Guide, 2003-2004 (Modified 2004-2005), which states that "Early in 1983 a California Department of Education task force, in consultation with the members of CDE's task force on Categorical Programs and other representatives from the fields was directed to develop a coordinated compliance review (CCR) process" (2004, p. 1). The guide also states that "Its purpose was to simplify, streamline, and

coordinate the legally required compliance monitoring of specially funded programs and simultaneously maintain a commitment to students with special needs" (CCR, 2004, p. 1).

As far as English language learners are concerned, the State's program goal according to its Coordinated Compliance Review Guide is for English language learner (ELL) students to "develop English Learner's proficiency in English and in the district's core curriculum as rapidly and as effectively as possible in an established English-language classroom or in an alternative course of study, (i.e., alternative program) with curriculum designed for such students" (CCR, 2004, p. 213). Further, the document also mentions that "EL students who acquire a good working knowledge of English during a temporary transition period and meet the district's transfer criteria are then transferred into English-language mainstream classroom" (CCR, 2004, p. 213). However, they continue, English Learner students can only be redesignated as fluent English proficient (FEP) after it has been determined that they have met pre-established criteria that ensures that "these students have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum and can

demonstrate English-language proficiency comparable to that of the school district's average native English-language speakers" (CCR, 2004, p. 213).

Each year the schools that receive such funding from the California Department of Education (CDE) are then required to conduct a self-review and file a copy of their findings with the state. Upon receiving and reviewing the self-review submitted by the LEA, The CCR Monitoring Unit can decide to do a validation review based on the following criteria: "Student achievement data from the Academic Performance Index (API), district's history of compliance, size and scope of programs, program involvement, schoolwide performance indicators" (CCR Training Guide, 2002, p. 3). The document further states that CDE will look into whether the students are meeting the state's content standards in the California Standards Test when making their decision about reviewing a certain district or school. "Schools in which all students are making progress toward meeting state standards are less likely to be chosen for a review than are those schools where students are not consistently meeting standards" (CCR Training Guide, 2002, p. 1). It is also mentioned in the 2002 Guide that the "CCR process annually monitors approximately 250 local educational agencies (LEAs) across

18 categorical programs" (p. v). These LEAs include county offices of education, migrant education regional offices, and school districts.

#### Comite de Padres

If the State determines that a school district/site is not compliant, based on their Coordinated Compliance Review, they then schedule a visit to that district by the Comite de Padres in order to assist that district to be compliant. The Comite de Padres (Parents' Committee) is an organ of the State of California that is responsible for monitoring EL programs and making recommendations on how a district can become compliant.

When a district enters the Comite process it can take from one to ten years for that district to become compliant at which time, if found to meet the compliance requirements, the district can exit the program. If at the end of the review, however, the district/school is still non-compliant, the state can choose to remove the funding and apply sanctions, and the district/schools are still required to provide the required services to their ELL population. Some of the steps the Monitoring Unit can take after the validation review include; "Step 1: Provide a follow-up to the validation review and Step 2: Provide

additional technical and program assistance as necessary" (CCR, 2004, p. 13).

Additionally, The CCR Training Guide states that "If none of these efforts result in the resolution of the noncompliance issues, CDE may initiate sanctions, such as temporary approval of application, withholding of funds or termination of contracts" (CCR Training Guide, 2004, p. 13).

Delgado-Gaitan mentions that the Comité de Padres was started in the 1970's in the City of Carpinteria by a group of Latino parents who "organized in efforts to support each other in learning how to work with the schools in an informed way and help their children in their schooling" (2001, p. 21). She further states that "At first the Latino parents didn't intend to organize for the purpose of meeting legal mandates of the school district" (p. 21). She adds that there were already other committees of White, English-speaking parents who usually met to discuss budget and other school policies. Delgado-Gaintan points out that what Latino parents really wanted was "to construct new avenues through which the community could voice their interests, expand their knowledge and become partners with the schools (2001, p. 21). These concerned parents wanted not just to find ways to be more

involved in their children's education, but also to make sure that their children were receiving an equitable education.

Today's Comite de Padres was created as a result of the lawsuit filed in 1985 by the Comite de Padres against the State of California. The lawsuit charged that "the state had inadequately monitored programs for English learners in districts with large minority populations. As a result, she adds, each year at least 10 school districts are included in the Comite program that monitors programs for English learners" (Diehl, 2001). It should also be mentioned that "Statewide, since 1985 close to 170 districts have undergone Comite, a process likened to an IRS audit or an exhaustive physical exam" (Wilson, 2002). One of these reviews found that "Ventura Unified was not monitoring student progress adequately, had many limited-English students in regular classes who were not being taught how to develop their English, was not spending enough money on programs for limited-English students, and needed to communicate better with parents" (Wilson, 2002). Wilson further stated that this review also found "that more teachers need to be trained to work with these children and that the school district had no reliable way to monitor teacher's progress in getting



trained" (Wilson, 2002). She continued in that same report that "A recent federal report showed that while 41 percent of the nation's 2.9 million public school teachers instruct limited English students, only 12.5 percent have received eight or more hours of related training" (Wilson, 2002).

The Comite de Padres' English Learner Monitoring Unit in the School and District Accountability Division at the California Department of Education is responsible for overseeing LEAs (Local Educational Agencies) to determine if they are following State and Federal regulations and are being compliant with mandates as far as the educational needs of English Language Learners through its annual coordinated compliance review. Peter Dibble (2003) stated in his deposition transcripts of Williams vs. State of California, that "The English learner monitoring unit is responsible for monitoring compliance with the state program for English learners" (p. 29). Mr. Dibble whose job was that of Manager of the English Learner Monitoring Unit in the School and District Accountability Division at CDE at the time this deposition was taken, further clarifies that "an English learner in the State of California in public schools is a student in kindergarten through 12<sup>th</sup> grade who has taken the C-E-L-D-T, California

English language development test and has received a score of advanced or below" (Deposition Transcripts of Peter Dibble, Williams v. State of California, 2003, p. 29).

#### Demographics

"The State of California has approximately 1,599,042 English Language Learners or 25.6% of its total enrollment is students whose primary language is other than English. Some of these students' primary languages include Spanish, Vietnamese, Hmong, Cantonese, Tagalog, Arabic, and Indonesian" (<http://www.ed-data.k12.ca.us>). Despite the fact that immigrants have long been a part of this country's history it was only in 1968, according to Crawford, (1991) that President Lyndon Johnson actually passed a law to address the needs of English Language Learners. It was called the Bilingual Education Act and it was the Government's first commitment to "addressing the needs of students with limited English skills. The new Title VII of the Elementary and Secondary Education Act (ESEA) authorized resources to support educational programs, to train teachers and aides, to develop and disseminate instructional materials and to encourage parental involvement" (Crawford, 1991, p. 32). As it always seems to be the case, new laws and several law

suits soon followed. "In 1992, an action was filed in the United States District Court against the State of Arizona. The plaintiffs, represented by the Arizona Center for Law in the Public Interest, alleged that state funding was insufficient to ensure that LEP students overcame language barriers" (Feinberg, 2002). It was also determined according to Feinberg that the "state of Arizona was therefore in violation of the Equal Education Opportunity (EEO) Act of 1974." Furthermore, she added, there was evidence "to demonstrate that LEP students were placed in overcrowded classroom, not provided with appropriate or sufficient ESL and bilingual instructional materials, and that teachers and paraprofessionals assigned to work with LEP students did not have the training and experience needed to qualify them for that assignment" (Feinberg, 2002). In today's global economy where the world seems to be shrinking and we are more than ever having to deal with other cultures, it is important to be bilingual. Rogers noted that "it is essential for Californians-tax-payers, policy makers, curriculum designers, researchers, administrators, and teachers-to recognize, in the context of the global economy, how cultural diversity equals 'cultural capital'" (2004, p. 8). Thus, being bilingual

will certainly be an essential skill in allowing students to have a better edge in competing for jobs.

### Bilingual Education Programs

Although Proposition 227 put an end to bilingual education as it was known in the State of California, new methods of teaching ELLs known as submersion, structured immersion and ESL (English as a Second Language) programs were soon implemented. "California voters approved Prop. 227 in June 1998. The measure sought to scale back or eliminate Bilingual Education in the state by substituting a one-year English immersion program for students learning the language" (Diehl, 2001). However, it is important to note the new programs that were implemented cannot be considered bilingual as there is a distinction between bilingual education and English-only instruction. Brisk notes "that Bilingual Education assumes use of English and another language for instruction. Submersion, structured immersion, and ESL models work with bilingual learners but are not bilingual because they rely on only one language-English-for instruction" (1998, p. 13). Brisk continues by defining these programs as "subtractive because the development of the second language is done at the expense of the native language" (1998, p. 24). It

should also be mentioned that in the process of losing their native language students are also losing their culture as they are encouraged to assimilate into the American mainstream culture. Cummins suggests that "this type of discourse represents a form of "ethnic cleansing" in school. Teacher-student interactions should cleanse bilingual students of their home language and culture which are constructed as impediments to learning English and assimilating into the full American identity" (2001, p. 13).

Additive Programs - Additive programs such as dual-immersion and two-way immersion on the other hand, are considered bilingual because students are actually learning two languages in a context where their cultures are also being appreciated. Lambert notes that "programs such as dual-immersion, two-way immersion, Canadian immersion and maintenance bilingual education programs aim at full education with development of a second language in order to function academically" (1998, p. 25). The National Center for Research on Cultural Diversity and Second Language Learning defines two-way bilingual education (also known as bilingual immersion, two-way immersion, developmental bilingual and dual language programs) as a program wherein students develop "dual

language proficiency by receiving instruction in English and another language in a classroom that is usually comprised of half native speakers of English and half native speakers of the target language" (1994, p. 1). They add that "while Spanish is currently the most common target language represented in Two-Way programs, other programs support learning through Cantonese, Korean, Japanese, Navajo, Russian, Portuguese and French" (1991, p. 1). They continue that in a two-way program students are not just exposed to two languages but they're also able to progress academically while learning to appreciate each other's cultures (1991, p. 1). In other words, "these approaches are additive because they foster development of both the second and native languages" (Lambert, 1977).

Some of the benefits of Dual Immersion programs according to Lindholm-Leary are that "Speakers of non-standard English in Dual Immersion programs show growth in academic English and second language. They achieve as well as peers in monolingual English classes. Build self-esteem. Build cross-cultural competency (learn about own culture and culture of others)" (2001). In addition, "According to the Center for Applied Linguistics National Directory at [www.cal.org](http://www.cal.org), there are currently over 300 programs nation-wide. In California alone there

are 184 programs according to The California Two-Way Immersion Directory at ([www.cde.ca.gov/sp/el/ip](http://www.cde.ca.gov/sp/el/ip)) (2005).

In a study by Thomas and Collier (1997) Two-Way Bilingual Education is mentioned as the program with the highest long-term academic success. They state that the reason for such success is that when the program is focused on academic enrichment for all students with "intellectually challenging, interdisciplinary, discovery learning that respects and values students' linguistic and cultural life experiences as an important resource for the classroom, the program becomes one that is perceived positively by the community, and students are academically successful and deeply engaged in the learning process" (1997, p. 59).

Subtractive Programs - Subtractive programs such as English a Second Language (ESL) are described by Brisk (1988) as programs that provide special classes in the English language for students who are not proficient in the language. Students spend most of the school day in mainstream classrooms but also attend daily ESL classes. In some cases, she adds, students are pulled out from their classes to take ESL with a special teacher. In others, she continues, such as pull-in ESL, ESL instructors assist mainstream teachers in their classrooms

with students who are not proficient in English. However, she noted, "by focusing solely on English language rather than academic content and without English speaking peers to practice the newly learned language in informal situations, students in such programs had no occasion to naturally practice the language or acquire the language they needed for school" (Brisk, 1988, p. 22).

Another widely implemented subtractive program in the state of California is known as the Structured English Immersion (SEI) program. According to Northcutt & Watson, (1986) "It places language minority students of the same language group in segregated classrooms for instruction in English." Further, they add, "Content area courses are taught using the sheltered English approach. Teachers simplify language, develop highly structured lessons, and use nonlinguistic support, such as pictures, objects, films and hands-on activities to present lessons" (Northcutt & Watson, 1986).

Both subtractive and additive programs are being used throughout the State of California. The program that is mostly implemented in California schools, however, is the Structured English Immersion program which follows the ELL standards prescribed by the California Department of Education. It is up to the Comite de Padres through the



California Department of Education Task Force to monitor and review each Local Educational Agency (LEA) to ensure that monies that are disbursed to LEAs are being used accordingly. Therefore, they published their Coordinated Compliance Review (CCR) Training Guide, 2003-2004 (draft), modified for 2004-2005, in efforts to establish some guidelines which school districts should follow in order to become compliant.

After a district/site has completed their own self-review based on the CCR's six key dimensions, they are then to forward it to the State of California, CCR Management Unit who will then examine it and select school sites for a complete State Validation Review if they deem necessary. Their criteria for the review is as follows: "Student achievement data as reflected by the API, District's history of compliance, quality of the district self-review, size and scope of programs, and school wide performance indicators" (CCR Training Guide, 2002, p. 14). The major purposes of the State Validation Review according to its training guide is to "validate compliance and/or noncompliance with state and federal laws, review the extent of noncompliance, validate compliance with the office of Civil Rights, work in collaboration with the LEA staff to prepare to respond to such non-compliant items,

provide compliance related assistance to the LEA" (CCR Training Guide, 2002, p. 15). However, another very important purpose is also to "acknowledge areas of excellence or extraordinary performance by the LEA as they relate to compliance issues" (CCR Training Guide, 2002, p. 15).

The Adelanto School District was one of the districts selected to undergo such review in 2004. After Comite's last visit to the Adelanto district, the Comite informed the district of some of its findings. Promising practices according to Tabet were that "District conducted self-reviews, all sites demonstrated increased awareness, district organizing data system, district providing potential candidates for redesignation, ELD profile cards, district updating master plan (2004, p. 2). Tabet continued that the State also found that the "District has responded to needs for ELD materials, district had developed interim CRT's, observations indicated increased levels of understanding by teachers that students need differentiated instruction, records indicate increasing number of teachers who hold authorizations to provide instructions to English learners" (2004, p. 2). Tabet also pointed out that some areas of noted noncompliance, included that ELL redesignation process was not

consistent, paperwork was incomplete, and students were not being mainstreamed. She added, however, that "procedures were clearly outlined in the revised EL master plan" (Tabet, 2004, p. 3). She further stated that some of the district's next steps would include the District submitting a compliance agreement that will not only summarize each of the noncompliance issues, but also, "includes steps district will take to resolve each issue, identifies titles of primary and support staff responsible for each step, includes specific target dates for completing corrective measures, identifies a date for a final report to document resolution of issues" (Tabet, 2004, p. 6).

It is based on the findings of the State's CCR that a district/site can remain or be exited from the review process. If a district is still found to be non-compliant after the ten years, funding will be removed and the District will still be required to provide services to English Language Learners.

The next chapter outlines the design and methods that will be used by my school site in order to meet the CCR criteria to comply with the California Department of Education's Resolution of issues as noted in the 2004 review.

## CHAPTER THREE

### DESIGN AND METHOD

The State of California Department of education created the CCR Guide which describes guidelines and criteria that each school district must follow. The training guide is divided into six key dimensions which are further subdivided into compliance items, review level/guidance, and examples of how to achieve compliance at the district as well as at each individual school site level.

It is recommended that the English Language Coordinator prepare individual file folders labeled with each of the six key dimensions where she will keep samples of the documentation required to meet compliance at the school site level. This section will only deal with issues that relate to what's expected of the English Language Learner Coordinator at an individual school site: (Please refer to the Appendix for a complete description of CCR's Guide Program for English Learners - District and site levels).

#### I. Standards, Assessment and Accountability

"To ensure that all education programs are based on high and challenging standards and are accompanied by a

process for monitoring and determining effectiveness" (CCR Training Guide, 2004, p. 214). The CCR guide suggests that districts and sites should have developed their own ELL Master Plan in which they will address their policies on identification (Home language survey, CELDT scores, etc.) and redesignation of students from ELL to FEP (Fluent English Proficient). Individual sites should take samples of redesignated students and data should be evaluated based on multiple criteria such as teacher evaluation, parental opinion, and other adopted criteria such as CRT, CST, reading and writing skills. According to the CCR Guide, some of the documents that should be included are:

1. Samples of at least two former EL students from three different grade levels who have been redesignated within the past year, and copy of the data used in considering the decision to redesignate.
2. A sample of a teacher's evaluation of a student's language proficiency and curriculum mastery.
3. A copy of assessment of student's comprehension, speaking, reading and writing skills, (CELDT scores), and parental opinion.

4. Any documents that shows evidence of how ELL students as a group are performing in comparison to native speakers in the core-curriculum.
5. Documentation that shows that there is a redesignation follow-up and monitoring procedure.
6. Documentation that shows that the school is providing resources, personnel and services for ELL students.
7. Copy of the district's evaluation plan for determining program's effectiveness.
8. Documentation that demonstrates the progress of ELL students.
9. A copy of the district's criteria for determining ELL's English proficiency and academic success.
10. Documentation that shows ELL's participation in GATE programs and college preparatory courses.

## II. Teaching and learning

"To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable education practices" (CCR Training Guide, 2004, p. 217). The guide

states that districts must provide appropriate curriculum materials for each grade level to ensure that students are developing proficiency in English as effectively as possible. The following documents should be included:

1. Copy of the district's plans or policy regarding ELLs' English language development.
2. Students' progress profiles containing documentation showing student's progress and samples of lessons in English language development.
3. Documentation of observations of lessons provided for English language development.
4. Documentation that evidences assessment of ELL students' performance in ELD.

### III. Opportunity (Equal Educational Access)

"To ensure that all students have equitable access to, and opportunity to participate in and benefit from, high quality curricular and extracurricular activities" (CCR Training Guide, 2004, p. 220). In other words, District/site should be making every effort they can to make sure that students are being properly identified with the Home Language Survey (HLS) and are receiving the appropriate assessment to identify their needs. The guide

recommends that parents be promptly notified of such assessment results and placement in a language that they can understand. That students be placed in the right program with a qualified teacher and that an alternative program be an option. If alternative programs are not offered, then parents should be informed of waivers for an alternative program. It is mentioned that "If 20 or more pupils of a given grade level receive a waiver, the school must provide such a class; but if fewer than 20 of a given grade level receive a waiver, the school must either provide such a class or allow the pupils to transfer to another school in the district that provides such a class" (CCR Training Guide, 2004, p. 226). The guide suggests that the following documents should be in this folder:

1. Copies of students' Home Language Survey which will be used to determine primary language and need for assessment.
2. Copy of a document evidencing language ability of CELDT assessors, CELDT results, and date the test was administered.
3. A dated copy of the primary-language assessment for a sample of students who has been in school 90 days or more.



4. Samples of notification sent to parents regarding assessment results.
5. Copies of school records that verify that notifications were mailed in a language the parents can understand.
6. Documentation that evidences a sample of at least two students being assigned to a structured English Immersion program and English mainstream classroom.
7. Copies of a sample of ELL students in alternative programs.
8. Copies of parental waiver requests.
9. Copy of document supporting implementation of parental waivers.

#### IV. Staffing and Professional Growth

"To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high quality professional growth opportunities" (CCR Training Guide, 2004, p. 227). The guide adds that teachers should be fully qualified to teach English Language Learners. The district and site need to ascertain that their teachers have the appropriate certification such as CLAD/BCLAD (Cross-Cultural Language

& Academics Development and/or Bilingual Cross-Cultural Language & Academics Development) with training in ELD (English language development) and SDAIE strategies (Specially Designed Academic Instruction in English). Here they suggest the following documentation:

1. Class list supporting the fact that students are receiving English language development instruction from an authorized teacher.
2. Proof that teachers who do not have the appropriate credential to teach ELLs are provisionally assigned.
3. Proof that provisionally assigned teachers are enrolled in the appropriate training as specified in the district's English Learner Staffing Plan.
4. Proof that if there is a shortage of ELL teachers the district is working on remedying the shortage.
5. Copy of observation of an ELD lesson.
6. A description of in-service activities (sign-in sheets) that have been provided for teachers, paraprofessionals, administrators and counselors on ELD methods, Structured English Immersion, alternative courses of study, SDAIE strategies,

issues related to cross-cultural understanding and self-image.

7. A list of teachers or other staff assigned to provide primary language or ELD and or SDAIE authorization and/or training status, or other documentations showing district has made progress in qualifying teachers with appropriate CLAD/BCLAD, or SB1969/395 authorization credentials.

#### V. Parent and Community Involvement

"To ensure that parents and members of the community, including business, industry and labor, have the opportunity to assist in and support the educational process through participation in decision making, training and volunteer activities, and the creation of partnerships" (CCR Training Guide, 2004, p. 229).

Specifically, the state wants to know what is being done at the district and site level in order to increase/foster parents and community involvement. The guide suggests that not only should the school be informing parents of their children's assessment and placement, but they should also be informing parents of their different educational programs and all the educational opportunities available

to their children. Further, the reviewer will want to know if "all schools received district information on the waiver policy and procedures?" (CCR Training Guide, 2004, p. 232). The following documents should be included per CCR:

1. The district's policy and procedures for parental exception waivers, copies of the district's records that indicate timeliness for granting exception waivers, and samples of waivers requests that have been approved or denied.

#### VI. Governance and Administration

"To ensure that all schools conduct high quality programs that are effectively managed and operated within appropriate legal parameters" (CCR Training Guide, 2004, p. 232).

The CCR guide recommends that there should be in place two advisory committees for parents; one at the District level (DELAC - District English-Learner Advisory Committee), and another at the site level (ELAC - English Learner Advisory Committee) where parents and district/site can meet to discuss policies and issues affecting their ELL students. These committees should have

been elected by the parents at the school and their function will be to advise the principal and staff on several issues such as "a) the development of a detailed school plan for EL students that will be submitted to the governing board, b) the development of the school's needs assessment, c) administration of the school's language census, and d) efforts to make parents aware of the importance of regular school attendance" (CCR Training Guide, 2004, p. 233). The following documents are recommended:

1. Records/minutes of ELAC (English Learners Advisory Committee) meetings for the past 12 months.
2. Procedures for delegation of duties of ELAC members.

## VII. Funding

"To ensure that financial plans and practices meet legal requirements and program operated to achieve the local educational agency's priorities and goals for student's success" (CCR Training Guide, 2004, p. 235). The Guide advises that the funds provided by the state are meant to supplement the general funds and not to supplant them. It is mentioned that it is necessary for districts

and individual sites to make sure that the funds are being used for supplemental services and materials to include; employment of teachers, paraprofessionals, teaching materials, in-service training for teachers and paraprofessionals, parental involvement and other reasonable expenses, such as transportation, child care, translation services, meals and training of parent advisory groups. The guide suggests the following documents:

1. Documentation describing how funds are being used to provide core curriculum to ELL students through staff, materials instructional supplies and appropriate ELD materials.
2. Evidence that the district is providing services in ELD, primary language instruction, SDAIE strategies and appropriate curriculum materials including, when appropriate, primary language materials such as textbooks, reading materials, etc.
3. Documentation showing the availability of primary language material and materials in English for teaching the district's core curriculum.

4. A copy of the EIA allocation plan from the consolidated application, copy of the district EIA-LEP budget, copy of the school EIA-LEP budget, and documentation evidencing how EIA-LEP funds are spent.
5. Statement verifying that EIA-LEP funds are spent for supplementary services and materials such as employment of teachers, paraprofessionals, purchase of teaching materials, in-service training for teachers and paraprofessionals, parental involvement, and other reasonable expenses such as childcare, translation services, meals and training of parent advisory groups.

As one can see, the implementation of the CCR policies requires extensive documentation in the six categories in order to comply with the law. Therefore, it is extremely important not only that the district be highly organized, but that each site Coordinator be clear about the implementation, the collection of data for each category be continually updated and accurate, and, of course, that the needs of ELL students are being met.

## CHAPTER FOUR

### CONCLUSION AND RECOMMENDATION

#### Conclusion

The purpose of this Guidebook was to provide the English Language Learner Coordinator with the necessary framework and tools in order to assist her school in how to best meet the compliance items as stated in the California Department of Education's CCR Training Guide, Programs for English Language Learners.

Individual school districts receive funding under Titles I and III from the State of California in order to provide services for their English Language learner (ELL) population. The California Department of Education disburses funding to a variety of LEA (Local Educational Agencies) programs and the ELL program is only one of these programs which also include adult education, child development, educational equity, gifted and talented education, improving teacher quality state grants, migrant education, special education and many others.

The Adelanto School District is one of the school districts that receives supplemental funding from the State of California to provide services for their ELL population. As such, they must account as to how these



supplemental funding are being used. The Bilingual Coordinator is responsible for ensuring that ELL students are receiving services and that schools are complying with the State of California's CCR Training Guide mandates.

The CCR Training Guide and its monitoring unit was created after a law suit was filed by Latino parents (Comite de Padres) vs. the California Department of Education. The lawsuit charged that ELL students were not receiving an equitable education when compared to that of English-speaking children. They felt that classes were overcrowded, materials were insufficient, parents were uninformed of programs being used, and teachers and paraprofessionals did not have the necessary training to teach ELL students. In response to the lawsuit Comite was created so that the State of California could better monitor schools and the programs offered to ELL students. The settlement of the Comite de Padres of 1988 required the state to monitor school districts program for English Language Learners.

According to the Adelanto Elementary School District's ELL Master plan (DRAFT), some of the requirements include: a score of Early Advanced or Advanced on the CELDT (California English Language Development Test), a score of basic or 325 on the CST

(California Standards Test) in math and language arts, a grade of "C" or better on the district's Curriculum mastery (CRT), teacher recommendation, and a consultation with the parent.

The Adelanto Elementary School District currently serves a population of over seven thousand students of which approximately 2,013 are English Language Learners or students whose first language is other than English (Tabet, 2004). Like many other districts in the state of California, they too receive supplemental categorical funding to provide services to their ELL population. They are mandated by the State of California to account for the expenditures incurred in Serving English Language Learners.

In order to facilitate this accounting, the State of California created its Coordinated Compliance Review Training (CCR) Guide, 2003-2004 (Modified 2004-2005), along with a special task force with the intent to streamline, simplify and better coordinate the monitoring of specially funded programs such as the ELL programs at school districts (2004).

It must be noted that the goal of the State's program according to the CCR Guide is for English language learner (ELL) students to develop English proficiency in the

district's core curriculum as rapidly as possible, either in an established English-language classroom or in an alternative course of study, (i.e., alternative program) with a curriculum that is designed specifically for them (2004). Further, the Guide mentions that when a student acquires good working knowledge of English and meets the district's criteria for redesignation, he should be transferred to an English mainstream classroom (2004). However, they continue, English Learner students can only be redesignated as fluent English proficient (FEP) after it has been determined that they have met pre-established criteria that ensures that students have acquired English language skills comparable to that of an average native speaker (2004).

As a condition for receiving supplemental funding each year schools are required to conduct a self-review based on the forms found in the CCR Guide, and file a copy of their findings with the state. Upon receiving and reviewing the self-review submitted by the LEA, The CCR Monitoring Unit will decide if a validation review is necessary based on the following criteria: District's student achievement data based on Academic Performance Index (API), what the district's history of compliance has been in the past, the size and the scope of their

programs, program involvement, and other schoolwide performance indicators (2002). The Guide further states that they are much less likely to perform a review on those schools that are making adequate progress toward meeting state standards (2002). It is also mentioned that CCR monitors approximately 250 local educational agencies (LEAs) across 18 categorical programs. These LEAs include county offices of education, migrant education regional offices, and school districts.

When the State determines that a school district/site is not compliant, based on the review, they then schedule a visit to that district by the Comité de Padres to determine how they can best assist that district to be compliant. The Comité de Padres is their special monitoring unit that is responsible for monitoring EL programs and making recommendations on how a district can become compliant.

When a district enters the Comité process it can take from one to ten years for that district to become compliant. If at any time during that period the district is found to meet the compliance requirements, the district can then exit the program. However, if at the end of the review, the district/school is still found to be non-compliant, the state can choose to remove the funding

and apply sanctions, and the district/schools are still required to provide the required services to their ELL population and mandated by law.

The CCR guide suggests that some of the steps the Monitoring Unit can take after the validation review include providing a follow-up to the validation review and providing additional technical and program assistance as necessary (2004). However, The CCR Training Guide also advises that if efforts are not made by the LEA to resolve the noncompliance issues, CDE may initiate sanctions, which can include temporary approval of application, withholding of funds or termination of contracts (2004).

The Comite de Padres' English Learner Monitoring Unit in the School and District Accountability Division at the California Department of Education is responsible for overseeing LEAs (Local Educational Agencies) and performing reviews to determine if they are following State and Federal regulations and are being compliant with mandates as far as the educational needs of English Language Learners. Peter Dibble whose job was that of Manager of the English Learner Monitoring Unit in the School and District Accountability Division at CDE clarifies in the transcripts of his deposition in Williams vs. State a California that an English learner in public

schools is a student in kindergarten through 12<sup>th</sup> grade who has taken the C-E-L-D-T, and has received a score of advanced or below.

After a district/site has completed their own self-review based on the CCR's six key dimensions as stated in the section on the Appendix, Programs for English Language Learners, they are then to forward the review to the State of California's CCR Management Unit who will then examine it and select school sites for a complete State Validation Review.

The major purposes of the State Validation Review according to its guide is to validate compliance and/or noncompliance with state and federal laws, review the extent of noncompliance, validate compliance with the office of Civil Rights, provide compliance related assistance and work with the LEA staff to prepare them to respond to such non-compliant items (2004). However, it must be mentioned that another important purpose of the review according to CCR is also to acknowledge areas in which the LEAs are excelling or having an extraordinary performance as far as compliance issues (2002).

## Recommendations

The Adelanto School District was one of the districts selected by the State to undergo an annual review in 2004. After Comite's last visit to the Adelanto district, the Comite informed the district of its findings. Some of the promising practices according to a presentation by Tabet were that the district had conducted self-reviews, all sites demonstrated an increased awareness of the process, the district was in the process of organizing data system, and potential candidates for redesignation were being selected. Additionally, sites had implemented ELD profile cards for each student and the district was updating its ELL master plan. The State also found that the district had responded to the needs for ELD materials and had also developed interim CRTs. It was also observed that there was increased levels of understanding by teachers that students needed differentiated instruction, and their records indicated an increasing number of teachers with the appropriate authorization to provide instructions to English learners (2004).

Some of the Adelanto District's noted areas of (CCR) noncompliance included that ELL redesignation process was not consistent, the paperwork was incomplete, and students were not being mainstreamed. However, procedures were

clearly outlined in the district's revised EL master plan. Some of the district's next steps will include the district submitting a compliance agreement that will not only summarize each of the noncompliance issues, but also, includes steps the district will take to resolve each issue, identify titles of primary and support staff responsible for each step, include specific target dates for completing corrective measures, and identify a date for a final report to document resolution of issues (Tabet, 2004).

Thus, in order to meet these recommendations by the state, it is also recommended that the English Language Learners' Coordinator:

1. Keep a calendar of important dates relating to assessment and reports that are due to the California Department of Education.
2. Assess and monitor ELL students on an ongoing basis to ensure accurate placement and redesignation when appropriate.
3. Ensure that files, ELL students' profiles and data pertaining to English language learners be updated frequently and ready for review.

In addition, the ELL Coordinator needs to keep an accurate and updated filing system of the CDE's Program



for English Learners consisting of compliance items, review level/guidance, and examples of how to achieve compliance This should be done both at the district and site levels for frequent reference by designated personnel and possible review by CCR.

Given these recommendations, I believe that my major goal to create a viable, working ELL Coordinator Guidebook for my school site has been achieved. Like the CCR Training Guide, this guidebook needs to be used and updated throughout the year. Thus, this guidebook will help the English Language Coordinator in the appropriate steps to assist her school site to comply with the CDE's requirements in adequately meeting the needs of ELL students.

I believe that if California plans to be a part of today's world market economy where the world seems to be shrinking and we are more than ever having to deal with other cultures, it is essential not only to be multicultural but also to be bilingual. Rogers noted that it is essential for Californians-tax-payers, policy makers, curriculum designers, researchers, administrators, and teachers-to recognize, to understand how cultural diversity equals 'cultural capital' (2002). Being bilingual will certainly be an essential skill which will

allow students to have a better edge in competing for jobs. Flores, Cousin and Diaz suggest that "When we accept our children's knowledge about language, learning, and culture, we not only validate their being but acknowledge their self-worth. We do not disrupt, impose or threaten their learning processes. Many research studies from multiple disciplines have demonstrated the language and cultural strengths that language learners bring to schools" (1991). It is up to us, bilingual coordinators, teachers, administrators and school staff to recognize and value what other cultures and languages add to our lives.

APPENDIX

COORDINATED COMPLIANCE REVIEW A GUIDEBOOK FOR  
THE ENGLISH LANGUAGE LEARNER COORDINATOR

**COORDINATED COMPLIANCE**  
**REVIEW A GUIDEBOOK FOR**  
**THE ENGLISH LANGUAGE**  
**LEARNER COORDINATOR**

## Programs for English Learners – Key Dimensions

The following Guidebook follows the organizational structures set by the California Department of education Coordinated Compliance Review Handbook and the Adelanto Elementary School District in order to comply with the seven key dimensions that focus on providing English language Learners with equal and quality education. Each dimension is not only named and defined, but also items needed as evidence to support compliance are listed along with representative forms as exemplified in the ensuing appendices.

In order for this compliance process and procedures to be successful and meet the educational needs of our English Language Learners, this comprehensive and concise Guidebook was developed. It will serve as a tangible and authentic way for school sites to comply with the State of California's mandate to provide equal and quality education to our growing English Language Learner population.

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## Coordinated Compliance Review's Seven Key Dimensions

- I. Standards, Assessment, and Accountability - To ensure that all educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness.

I-EL1 - Compliance item; for a complete description see CCR's Programs for English Learners (Section 1). The ELL Coordinator will need to do the following:

- Cum Review; check achievement data from RFEP. Cum files from three grades: (done at sites).
- Updated list of redesignated students for the last five years.
- Make sure that there is a *Redesignation Form for Reclassification* (Section 2) for each redesignated student; forms are completed correctly, signed, and necessary attachments are organized in yellow ELL folder/cum.
- Make sure that there is a *Monitoring Form for Reclassified Students* (Section 3) for each recently reclassified student and that the student is being monitored at each grading period to ensure academic success.
- Make sure that student' STAR results including CAT6 scores are filed in folders.

Evidence of intervention when needed for EL students using the *ELL Teacher's Student List* (Section 4), Intervention column.

I-EL2a- Compliance item; for a complete description see CCR's Programs for English Learners (Section 1). The ELL Coordinator will need to do the following:

- Make sure that there is an *ELL Grade Level Monitoring Form* (Appendix L) filled out for each grade level where there are redesignated students.
- Have the *Elementary Site Teacher List* (Section 5) or the *Secondary Site Teacher List* (Section 6) completed for each teacher.
- Have a list of assigned staff responsible for monitoring redesignated students and the timelines of monitoring activities.
- Have a copy of the work schedule for paraprofessionals working with EL students.
- Have a copy of a schedule for the time each teacher is teaching ELD in their Classroom.

I-EL2b- Compliance item; for a complete description see CCR's Programs for English Learners (Section 1). The ELL Coordinator will need to do the following:

- Have a copy of IDMS reports depicting EL student's STAR scores from last year and previous year.
- Have a copy of IDMS reports comparing EL student's growth from SAT 9/CAT6 from last year to previous year.
- Have a copy of EL student's CELDT scores from last year and this year.



- Have a copy of EL student's CRT benchmark assessments from this year and last.
- Have a list of all EL students who have been identified and are participating in GATE program.

II. Teaching and Learning - To ensure that all students are provided with integrated and coordinated programs based on students' needs and educationally sound and legally acceptable educational practices.

II-EL3a- Compliance item; for a complete description see CCR's Programs for English Learners (Section 1). The ELL Coordinator will need the following:

- A copy of *ELL Teacher's Student List* (Section 4) on each teacher, which will include ELD classroom roster with proficiency level of each student, grade, teacher, and room number.
- Make sure each teacher has completed SDAIE/ELD Self Evaluation forms.
- Make sure each teacher who has EL students have filled out the ELD Progress Profile for each student and has them in their classrooms.
- Have samples of Differentiated Instruction Lessons that have been taught throughout the year.
- Have several samples of ELD Lesson Plans teachers are using in their classrooms.
- Make sure teachers have lesson plans available for CCR team.

II-EL3b- Compliance item; for a complete description see CCR's Programs for English Learners (Section 1). The ELL coordinator will need the following:

- Copies of lesson plans from teachers that reflect curriculum, materials, and approaches that are designed for EL students at their appropriate English proficiency level.
- Make sure that teachers recognize and are utilizing educational methodologies such as SDAIE for primary language instruction.
- Make sure that teachers are aware that EL student grades, portfolios, standardized tests, local and teacher assessments will be reviewed to monitor student growth.
- Make sure that an Intervention Catch-Up Plan is written for each EL who is not showing adequate progress at each grading period.

III. Opportunity (equal educational access) - To ensure that all students have equitable access to, and opportunity to participate in and benefit from, high-quality curricular and extracurricular activities.

III-EL4a- Compliance item; for a complete description see CCR's Programs for English Learners (Section 1). The ELL Coordinator will need to do the following:

Ensure that EL cum files contains:

- Make sure that every student has a Home Language Survey (HLS) signed by parent in cum.
- Copies of initial English and Spanish IPT results
- Copy of informal assessment for non-Spanish EL students (Solom).

- Copy of *Parent Letter Initial Identification (Spanish/English)* (Section 7) of test results and date sent.
- If students are redesignated, copy of *Redesignation Form for Reclassification* (Section 2).

III-EL4b- Compliance item; for a complete description see CCR's Programs for English Learners (Section 1). The ELL Coordinator will need to do **the** following:

- A list of EL students, and dates of CELDT testing.
- List of staff members who have been trained and are responsible for the administration of the CELDT.
- Ensure that all students are tested within the first 30 days of enrollment.

III-EL4c- Compliance item; for a complete description see CCR's Programs for English Learners (Section 1). The ELL Coordinator will need to do the following:

- Make sure that a copy of HLS (Home Language Survey) for all new Spanish speaking students entering district have been sent to District Office so that the Spanish IPT can be administered within 90 calendar days of student enrollment.

III-EL4d- Compliance item; for a complete description see CCR's Programs for English Learners (Section 1). The ELL Coordinator will need to do the following:

- Make sure the following are being used to communicate with EL parents: *Parent Letter Initial Identification* (Section 7), *Annual CELDT Assessment Results*, and *Annual Parent Notification Letter* (Section 8).

- Make sure that parents are being notified after the administration of the IPTs and CELDT.

III-EL5 All students shall be placed in English-language classrooms unless a parental exception waiver has been granted for alternative programs.

III-EL5a- Compliance item; for a complete description see CCR's Programs for English Learners (Section 1). The ELL Coordinator will need to do the following:

- Make sure teachers know whether they are teaching a Structured English Immersion (SEI) or English Language Mainstream (ELM) class.
- Know the program description of SEI and ELM classes.
- Know the district criteria for determining when EL students have acquired "reasonable fluency" in English.
- Know the district's criteria for the placement of EL students in the SEI Program.
- Know the district's definition of "nearly all" as it pertains to the usage of English in the SEI Program.

III-EL5b- Compliance item; for a complete description see CCR's Programs for English Learners (Section 1). The ELL Coordinator will need the following:

- A copy of the annual program options letters to the parents of EL students.
- A copy of all site originated placement messages to parents.

- A copy of class rolls which indicate the ELD standards based proficiency level of each EL student, *ELL Teacher's Student List* (Section 4).
- Know the district's program description for an ELM classroom.
- Know the district's definition of "overwhelmingly" as it pertains to the use of English in the ELM classroom.
- Know what the procedures are for handling requests by parents to place their children in an ELM classroom.
- Ensure cum contains record of any parent request to be removed from an SEI setting in favor of placement in an ELM class setting.

III-EL5c- Compliance item; for a complete description see CCR's Programs for English Learners (Section 1). The ELL Coordinator will need the following:

- Know district policy statements related to any alternative program(s) offered.
- Know who the students are that have been placed in alternative programs.
- Have a list of all students at each grade level that have been placed in alternative programs at the site.
- Know the school's procedure for the placement of EL in alternative programs.

IV Staffing and Professional Growth - To ensure that students have access to qualified teachers, administrators and other staff members and that all educators have access to high-quality professional growth opportunities.

IV-EL6a- Compliance item; for a complete description see CCR's Programs for English Learners (Section 1). The ELL Coordinator will need to do the following:

- Complete the *CLAD/BCLAD Status Report List* (Section 5 & 6), and keep on file.
- Keep documentation of notification given to teachers in interim positions communicating them that they must complete necessary training for certification based on NCLB guidelines.

IV-EL6b- Compliance item; for a complete description see CCR's Programs for English Learners (Section 1). The ELL Coordinator will need to do the following:

- Complete the *CLAD/BCLAD Status Report List* (Section 5 & 6). Keep this on file.
- Keep track of teachers who are completing course work on CLAD/BCLAD including University of San Diego videos.
- Keep documentation of notification given to teachers in interim positions communicating that they must complete necessary training for certification based on NCLB guidelines.

IV-EL7- Compliance item; for a complete description see CCR's Programs for English Learners (Section 1). The ELL Coordinator will need to do the following:

- Provide documentation of any district, site, and/or county in-services that staff has attended to more effectively address the needs of English Learners. Staff includes the following:
  - *Administrators*
  - Teachers
  - Paraprofessionals
  - Counselors
  - Other educators that work with English Learners.

V Parent and Community Involvement - To ensure that parents and members of the community, including business, industry and labor, have the opportunity to assist in and support the educational process through participation in decision making, training and volunteer activities, and the creation of partnerships.

V-EL8a- Compliance item; for a complete description see CCR's Programs for English Learners (Section 1). The ELL Coordinator will need the following:  
District will provide some documentation. Sites will provide the following:

- Have a copy of parent notification letters on file.
- Documentation that notification letters were mailed, sent home, or communicated orally in a language that parents understand.
- Keep the notification process that the district uses to inform parents of the opportunity to apply for a parental exception waiver on file.
- Know the procedures for parent notification.

V-EL8b- Compliance item; for a complete description see CCR's Programs for English Learners (Section 1). The ELL Coordinator will need the following:

- Know the district policy and procedures for applying for parental exception waivers (including timelines for granting parental exception waivers).
- Know the district's appeal procedure for any denial of a parental exception waiver.
- Keep track of each waiver request.

VI Governance and Administration - To ensure that all schools conduct high-quality programs that are effectively managed and operated with appropriate legal parameters.

VI-EL9a- Compliance item; for a complete description see CCR's Programs for English Learners (Section 1). The ELL Coordinator will need to do the following: District will provide necessary documentation. The sites will provide the following:

- Keep records of ELAC membership, minutes of meetings, and the activities of the school-level ELAC for the past two years, in Spanish and English. Examples include agendas, flyers and minutes in both Spanish and English.
- Keep a record of the formation election and training of ELAC officers.



- Keep records of any oral or written communication to principals, district administrators, or district board of trustee's suggestion for improving the EL program.
- Keep records for procedures for the delegation of duties and responsibilities, if the ELAC delegated such duties and responsibilities to another school advisory committee.
- Keep records of how the ELAC advises the principal and staff on:
  - a) The development of the section in the school plan pertaining to EL student's education.
  - b) The conduct of the school's needs assessment.
  - c) Administration of the language census
  - d) Efforts to ensure regular school attendance.

VI-EL9b- Compliance item; for a complete description see CCR's Programs for English Learners (Section 1). The ELL Coordinator will need the following:

District will provide related information.

VII Funding - To ensure that financial plans and practices meet legal requirements and programs operate to achieve the local educational agency's priorities and goals for student success.

VII-EL10a- Compliance item; for a complete description see CCR's Programs for English Learners (Section 1). The ELL Coordinator will need to do the following:

- Keep documentation of the availability of primary language materials, when appropriate.

- Keep documentation of the availability of materials in English appropriate to nonnative speakers of English for teaching of the district's core curriculum (basic classroom materials) library collections, and so forth.

VII-EL10b- Compliance item; for a complete description see CCR's Programs for English Learners (Section 1). The ELL Coordinator will need the following:

- EIA-LEP Funds.
- Keep documentation of EIA-LEP expenditures.
- Know how EIA-LEP funds are used to supplement EL students' learning of the core curriculum.

# **SECTION 1**

CCR's Programs for English Learners

# Programs for English Learners

## Program Goal

To develop English learners' (EL students') proficiency in English and in the district's core curriculum as rapidly and as effectively as possible in an established English-language classroom or in an alternative course of study (i.e., alternative program) with curriculum designed for such students

EL students who acquire a good working knowledge of English during a temporary transition period and meet the district's transfer criteria are then transferred into English-language mainstream classrooms. EL students are redesignated as fluent English proficient after meeting established criteria to ensure that these students have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate English-language proficiency comparable to that of the school district's average native English-language speakers.

*Note:* This program instrument is a guide for monitoring compliance and, in some cases, contains only a sampling of compliance issues. The complete list of state and federal regulations or other legal mandates governing the program may not be included in this instrument. Applicable legal citations for this program include, but are not limited to, the following:

20 USC 1703(f); 42 USC 2000(d); 34 CFR 100.1–100.13, 300.300, 300.343(d), 300.346(a), 300.532(a)(c), 300.552; *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1009–1013; *Gómez v. Illinois State Board of Education* (7th Cir. 1987) 811 F.2d 1030, 1041–1042

EC 305–306, 310–311, 313, 33051(a)(3), 44253, 44253.1, 44253.2, 44253.3, 44253.10, 48985, 54032, 60810–60811, 62002, 62002.5; formerly EC 52161, 52164.1, 52164.6, 52168, 52176; 5 CCR 3942(3), 4304–4306, 4312, 4320, 11300–11305; 83 Ops. Cal. Atty. Gen. (2000) 40

Because the methodology of the California Department of Education validation review team includes sampling, the validation review cannot produce an all-inclusive assessment of all the items in this instrument. It is the responsibility of the LEA to ensure that its systems, programs, and related activities comply with all applicable laws, regulations, and directives.

## Key Dimensions

**I. Standards, Assessment, and Accountability** To ensure that all educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness

**II. Teaching and Learning** To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices

**III. Opportunity (equal educational access)** To ensure that all students have equitable access to, and opportunity to participate in and benefit from, high-quality curricular and extracurricular activities

**IV. Staffing and Professional Growth** To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities

**V. Parent and Community Involvement** To ensure that parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training and volunteer activities, and the creation of partnerships

**VI. Governance and Administration** To ensure that all schools conduct high-quality programs that are effectively managed and operated within appropriate legal parameters

**VII. Funding** To ensure that financial plans and practices meet legal requirements and programs operate to achieve the local educational agency's priorities and goals for student success

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i> C NC N/A
<b>I-EL1 (Continued)</b>		<ul style="list-style-type: none"> <li>• The district or site has evidence of how former EL students as a group are performing in comparison with their native-English-speaking peers in the core curriculum (e.g., percentage of students meeting the district's standards in reading/language arts and mathematics). This evidence demonstrates that former EL students have not been left with any substantive academic deficits.</li> <li>• The district or site has evidence of the rate of EL students' redesignation as FEP students (e.g., percentage/year; mean months in the program before redesignation; comparisons with previous years' rates by language group, by grade level, by program type, and so forth).</li> <li>• The site has documentation and evidence that it has a follow-up procedure for each former EL student and that a designated staff person reviews the academic performance of such students on a periodic basis.</li> </ul>	
<p><b>I-EL2 The district has established a process and criteria to determine the effectiveness of the program(s) provided to English learners.</b></p> <p><b>I-EL2a</b> The district has a way to demonstrate that the practices, resources, and personnel actually used at each school in the district effectively implement the district's program(s) for English learners (EL students).</p> <p>(EC 305, 306, 310; 5 CCR 11301; 20 USC 1703[f]; <i>Castañeda v. Pickard</i> [5th Cir. 1981] 648 F.2d 989, 1009–1011; <i>Gómez v. Illinois State Board of Education</i> [7th Cir. 1987] 811 F.2d. 1030, 1041–1042)</p>	<p><b>District and Site</b></p> <hr/> <ul style="list-style-type: none"> <li>• <b>Review</b> the district's procedures for monitoring program implementation.</li> </ul> <p><i>ASK:</i></p> <p>How are staff members at the various levels held accountable for program implementation?</p>	<ul style="list-style-type: none"> <li>• Monitoring procedures specify assigned staff, their monitoring responsibilities, and timelines of monitoring activities.</li> <li>• The schools are providing resources, personnel, and services for EL students that match the district's adopted programs.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status
			C NC N/A
		<ul style="list-style-type: none"> <li>The district or site has evidence of how former EL students as a group are performing in comparison with their native-English-speaking peers in the core curriculum (e.g., percentage of students meeting the district's standards in reading/language arts and mathematics). This evidence demonstrates that former EL students have not been left with any substantive academic deficits.</li> <li>The district or site has evidence of the rate of EL students' redesignation as FEP students (e.g., percentage/year; mean months in the program before redesignation; comparisons with previous years' rates by language group, by grade level, by program type, and so forth).</li> <li>The site has documentation and evidence that it has a follow-up procedure for each former EL student and that a designated staff person reviews the academic performance of such students on a periodic basis.</li> </ul>	
<p><b>I-EL2 The district has established a process and criteria to determine the effectiveness of the program(s) provided to English learners.</b></p> <p><b>I-EL2a</b> The district has a way to demonstrate that the practices, resources, and personnel actually used at each school in the district effectively implement the district's program(s) for English learners (EL students).</p> <p>(EC 305, 306, 310; 5 CCR 11301; 20 USC 1703[f]; <i>Castañeda v. Pickard</i> [5th Cir. 1981] 648 F.2d 989, 1009–1011; <i>Gómez v. Illinois State Board of Education</i> [7th Cir. 1987] 811 F.2d. 1030, 1041–1042)</p>	<p><b>District and Site</b> .....</p> <ul style="list-style-type: none"> <li><b>Review</b> the district's procedures for monitoring program implementation.</li> </ul> <p><i>ASK:</i></p> <p>How are staff members at the various levels held accountable for program implementation?</p>	<ul style="list-style-type: none"> <li>Monitoring procedures specify assigned staff, their monitoring responsibilities, and timelines of monitoring activities.</li> <li>The schools are providing resources, personnel, and services for EL students that match the district's adopted programs.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
<b>I-EL2b</b> The evaluation process includes the following: 1. A way to demonstrate that the program(s) for EL students produce, within a reasonable period of time, (a) English-language proficiency comparable to that of average native speakers of English in the district; and (b) academic results indicating that EL students have achieved and sustained parity of academic achievement with students who entered the district's school system already proficient in English 2. An ongoing mechanism for using the procedures described above to improve program implementation and to modify the program, as needed, to ensure that each EL student achieves proficiency in English and academic success. (EC 305, 306, 310; 5 CCR 11301; 20 USC 1703[f]; <i>Castañeda v. Pickard</i> [5th Cir. 1981] 648 F.2d 989, 1009–1011; <i>Gómez v. Illinois State Board of Education</i> [7th Cir. 1987] 811 F.2d 1030, 1041–1042)	<b>District and Site</b> <hr/> <ul style="list-style-type: none"> <li>• <b>Review</b> the district's evaluation plan for determining program effectiveness.</li> <li>• <b>Review</b> the evaluation plan to determine whether it is based on district standards and includes multiple measures for each content area.</li> <li>• <b>Review</b> the assessment procedures to determine the progress of individual EL students and groups of students.</li> <li>• <b>Review</b> district criteria for determining English-language proficiency and academic success.</li> <li>• <b>Review</b> the district's procedures for using evaluation data to modify programs, as needed, to ensure the success of EL students.</li> <li>• <b>Confirm</b> that assessment results are analyzed by the district to ensure that EL and FEP students are meeting district standards.</li> </ul> <p><i>ASK:</i></p> <p>Are EL students acquiring English-language skills, including academic English proficiency? What evidence exists?</p> <p>At what rate are EL students becoming fully proficient in English?</p> <p>What evidence exists that EL students are mastering the core curriculum?</p> <p>How does the district monitor the progress and report the performance of EL students?</p> <p>Which measures are used to determine whether students are meeting English-language development and grade-level academic standards?</p> <ul style="list-style-type: none"> <li>• <b>Interview</b> district and site administrators.</li> </ul>	<ul style="list-style-type: none"> <li>• EL students are successfully closing the gap in academic English proficiency between themselves and their native English-speaking peers.</li> <li>• EL students are learning at a rate that will enable them to achieve academically in English at a level substantially equivalent to that of their native English-speaking peers after a reasonable period of time.</li> <li>• The rate of participation of EL and redesignated FEP students in the GATE program and in advanced and college preparatory courses is comparable to that of native English-speaking students.</li> <li>• Data are compiled and analyzed to be usable to educational staff to facilitate program improvements.</li> <li>• Students' programs are modified according to the results of evaluation.</li> <li>• Programs are refined as a result of data gathered and analyzed.</li> <li>• Evidence shows that there have been improvements in student achievement in ELD and content areas as a result of program modifications.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>
			<i>C NC N/A</i>
	ASK: What are the procedures to modify programs and how were the procedures developed? How are the sites included? What adjustment or improvement plan have you implemented? What are the timelines? What evidence do you have of EL students' growth over time in ELD and academic achievement? How do results compare with those of the native-English-speaking student population?		

## II

### Teaching and Learning

To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>
			<i>C NC N/A</i>
<b>II-EL3 The district is providing services to English learners (EL students) to ensure that they are acquiring English-language proficiency and recouping any academic deficits that may have been incurred in other areas of the core curriculum. The district provides additional and appropriate educational services to EL students in kindergarten through grade twelve in all classroom situations. These services are designed to enable EL students to overcome language barriers and must be provided until they have demonstrated English-language proficiency comparable to that of the district's average native English-speaking students and recouped any</b>			

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i> C NC N/A
<p><b>II-EL3 (Continued)</b></p> <p><b>academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.</b></p> <p><b>II-EL3a</b> Each English learner (EL student) receives a program of instruction in English-language development in order to develop proficiency in English as rapidly and as effectively as possible.</p> <p>(EC 305, 306, 310, 313, 60810–60811, 62002; formerly EC 52161; 5 CCR 11302; 20 USC 1703[f]; <i>Castañeda v. Pickard</i> [5th Cir. 1981] 648 F.2d 989, 1009–1011; <i>Gómez v. Illinois State Board of Education</i> [7th Cir. 1987] 811 F.2d 1030, 1041–1042)</p>	<p><b>District and Site</b></p> <p>.....</p> <ul style="list-style-type: none"> <li>• <b>Review</b> existing district plans or policy statements related to instruction in English-language development for EL students.</li> <li>• <b>Interview</b> administrators, teachers, and other key planners.</li> </ul> <p><i>ASK:</i></p> <p>What is the district’s curriculum in English-language development for EL students? Does the district have standards and benchmarks for the rate of progress for EL students through the ELD curriculum? Is the instruction appropriate for each student’s ELD level? How is this determined? Are the materials appropriate for each student’s level of English-language proficiency? What evidence and group data has the school gathered to demonstrate students’ levels of achievement in acquiring English-language proficiency? How are lessons designed to promote EL students’ acquisition of comprehension, speaking, reading, and writing skills in English? Are the students meeting the district’s expectations for their rate of progress in ELD? What evidence exists?</p> <ul style="list-style-type: none"> <li>• <b>Take</b> a sample of at least two EL students per grade level at each level of English proficiency from at least three grade levels and review</li> </ul>	<ul style="list-style-type: none"> <li>• EL students participate in English-language development lessons that are appropriate for their identified levels of language proficiency.</li> <li>• English-language development lessons reflect curriculum, materials, and approaches that are designed to promote EL students’ acquisition of listening, speaking, reading, and writing skills in the second language.</li> <li>• Individual EL students in the sample are making progress in acquiring English-language proficiency.</li> <li>• Individual and group data analyzed at least by age and time in the program indicate that EL students are acquiring English-language proficiency.</li> </ul>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i> C NC N/A
	<p>(1) documentation of lessons for English-language development; and (2) the individual student's progress in acquiring English-language proficiency.</p> <ul style="list-style-type: none"> <li>• <b>Observe</b> the lessons provided for English-language development.</li> <li>• <b>Review</b> annual assessments or indicators of EL students' performance in English-language development.</li> </ul>		
<p><b>II-EL3b</b> English learners (EL students) are meeting the district's content and performance standards for their respective grade levels in core curricular areas. The district may choose to ensure that EL students acquire English and learn grade-level academic content simultaneously by implementing a program designed to keep them at grade level in all areas of the curriculum. The district may choose to concentrate first on teaching English so long as the district subsequently brings students to grade level in all other areas of the curriculum within a reasonable amount of time. The district must have a plan for monitoring and overcoming academic deficits and a timeline for accomplishing it. Actions to overcome academic deficits must be taken before deficits become irreparable.</p> <p><b>Note:</b> EL students receiving special education services make substantial progress toward achievement of their individualized education program's academic goals.</p> <p>(EC 306, 310, 62002; formerly EC 52161; 5 CCR 3942[3], 11302; 42 USC 2000d; <i>Castañeda v. Pickard</i> [5th Cir. 1981] 648 F.2d 989, 1009–1011; and <i>Gómez v. Illinois State Board of Education</i> [7th Cir. 1987] 811 F.2d. 1030, 1041–1042; 34 CFR 300.300, 300.343[d], 300.346[a])</p>	<p><b>District</b></p> <p>.....</p> <ul style="list-style-type: none"> <li>• <b>Review</b> any existing district plans or policy statements related to academic instruction for EL students. (Is the approach simultaneous or sequential instruction?)</li> <li>• <b>Review</b> plans for monitoring and overcoming academic deficits, if applicable.</li> </ul> <p><i>ASK:</i></p> <p>How does the district ensure that EL students learn English and grade-level academic content?</p> <p>What evidence and group data has the school gathered to demonstrate students' achievement in learning grade-level academic content?</p> <p><b>Site</b></p> <ul style="list-style-type: none"> <li>• <b>Take</b> a sample of at least five students at each level of English-language proficiency. The sample should include students from at least three different grade levels.</li> <li>• <b>Review</b> documentation of academic lessons provided for the sample students.</li> <li>• <b>Observe</b> lessons in which some of the sample students are participants.</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons reflect curriculum, materials, and approaches that are designed for EL students and are appropriate to their English-proficiency level (e.g., specially designed academic instruction in English [SDAIE], primary language instruction, or other generally recognized education methodologies).</li> <li>• Achievement records verify that EL students (1) are learning grade-level academic content and achieving parity with their native-English-speaking peers; or (2) are recouping academic deficits at a rate that will allow them to achieve parity of participation before the deficits become irreparable.</li> <li>• Individual and group data analyzed at least by age and time in the program indicate that EL students are learning the core curriculum.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>
			<i>C NC N/A</i>
	<ul style="list-style-type: none"> <li>• <b>Review</b> the academic achievement of the sample students as indicated by such measures as grades, portfolios, standardized tests, local tests, and teacher assessments.</li> </ul>		



### Opportunity (equal educational access)

To ensure that all students have equitable access to, and opportunity to participate in and benefit from, high-quality curricular and extracurricular activities

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>
			<i>C NC N/A</i>
<b>III-EL4 The district has properly identified, assessed, and reported all students who have a primary language other than English.</b>  <b>III-EL4a</b> A home language survey (HLS) is used to determine the student's primary language and is on file for each student in the district, including migrant, special education, and continuation school enrollees. (EC 306[a], 62002; formerly EC 52164.1[a]; 5 CCR 4304)	<b>Site</b> ..... <ul style="list-style-type: none"> <li>• <b>Take</b> a sample of at least two EL and two non-EL students per grade level from at least three grade levels at the school and ask to see the HLS for each student.</li> <li>• <b>Interview</b> the principal and responsible staff.  <i>ASK:</i>                What method is used to determine the primary language of each student?                Does the school have a completed HLS for each student in the school?                Where are the HLSs filed?                Is the HLS available in the languages of the EL students enrolled in the school?             </li> </ul>	<ul style="list-style-type: none"> <li>• The HLS used to determine the primary language of each student at the time of enrollment is on file with each state-authorized question answered; is dated; and has the signature of the parent or guardian. If a signature could not be obtained after reasonable efforts by the district, alternative documentation is on file.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
<p><b>III-EL4b</b> Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined on the HLS, has been assessed in English on comprehension, speaking, reading, and writing by use of the state-designated instrument. Pupils in kindergarten and grade one shall be assessed in reading and writing communication only to the extent that comparable standards and assessments in English and language arts are used for native speakers of English.</p> <p><b>Note:</b> Administration of the HLS must include all four questions. The decision to test students who indicate a language other than English only on the fourth question should be made on an individual basis. Alternative assessments may be used for special education students with low-incidence and severe disabilities.</p> <p>(EC 306[a], 313, 60810–60811, 62002; formerly EC 52164.1[b][c]; 5 CCR 4304, 11511; 34 CFR 300.300, 300.532[a][c])</p>	<p><b>District and Site</b></p> <hr/> <ul style="list-style-type: none"> <li>• <b>Review</b> evidence of the language abilities and training of at least three or 30 percent of the assessors, whichever is less.</li> <li>• <b>Review</b> district policies and procedures for the identification of English learners (EL students).</li> <li>• <b>Interview</b> administrators and persons responsible for assessment.</li> </ul> <p><i>ASK:</i></p> <p>Who is responsible for assessing students' oral English-language proficiency?</p> <p>How are testers selected, qualified, and trained to administer the English-language assessments?</p> <p><b>Site</b></p> <ul style="list-style-type: none"> <li>• <b>Use</b> the sample of EL students indicated in compliance item III-EL4a (see above) and take a similar sample of FEP students (not those who were former EL students) and <b>review</b> (1) their English-language-proficiency test results (i.e., CELDT); and (2) the date the tests were administered.</li> </ul>	<ul style="list-style-type: none"> <li>• The California English Language Development Test (CELDT) is administered within 30 calendar days of the EL student's initial enrollment.</li> <li>• Staff members who are proficient in English shall administer the CELDT to each EL student whose HLS indicates a need for assessment.</li> </ul> <p><b>Note:</b> Once students are identified as English learners, in order to be designated FEP, they must demonstrate proficiency according to established reading, writing, listening, and speaking standards that is comparable to the proficiency of average students in the district of the same age or grade level whose primary language is English.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<b>III-EL4b</b> (Continued)	<ul style="list-style-type: none"> <li><b>Interview</b> site administrators and assessor(s). <i>ASK:</i> Where are the results of testing in comprehension and speaking proficiency recorded for each student tested in English? (Request actual student samples for EL students and FEP students.) Who is notified of the results?</li> </ul>				
<b>III-EL4c</b> The district has further assessed each English learner (EL student) for primary-language proficiency, including comprehension, speaking, reading, and writing, within 90 calendar days of initial enrollment.  <b>Note:</b> Alternative assessments may be used for special education students with low-incidence and severe disabilities. (EC 306[a], 62002; former EC 52161, 52164.1; 34 CFR300.300, 300.532[a][c])	<b>District</b> ..... <ul style="list-style-type: none"> <li><b>Review</b> all documents of EL students related to their identification, assessment, and designation.</li> <li><b>Interview</b> administrators and persons responsible for assessment. <i>ASK:</i> How does the district use primary-language assessment to guide instruction? What tests (formal and informal) in the primary language does the district use to assess students' proficiency in comprehension, speaking, reading, and writing?</li> </ul> <b>Site</b> <ul style="list-style-type: none"> <li><b>Use</b> a sample of EL students who have been in school 90 days or more and <b>review</b> primary-language assessments on file.</li> <li><b>Interview</b> key planners. <i>ASK:</i> How is primary-language proficiency recorded for each EL student (comprehension, speaking, reading, and writing)?</li> </ul>	<ul style="list-style-type: none"> <li>Primary-language proficiency tests are administered to each EL student by staff members who are proficient in English and in the primary language of the student unless the school district has an approved state administrative waiver to use English-only testers for the current school year.</li> <li>Formal test results for each EL student in the sample (using parallel forms of the tests used to determine English proficiency, to the degree instruments are available or, at a minimum, informal diagnostic data) are on file regarding the student's primary-language proficiency in comprehension, speaking, reading, and writing. These data were collected within 90 calendar days of the student's enrollment.</li> <li>District documents contain criteria used to determine which EL students receive academic instruction through the primary language based on any parental exception waivers that are granted.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<b>III-EL4d</b> All parents of EL and FEP students have been notified in writing of their child's English-language and primary-language proficiency assessment results. (EC 306[a], 48985, 62002; formerly EC 52164.1[c])	<b>District and Site</b> ..... <ul style="list-style-type: none"> <li>• <b>Review</b> the written notification sent to parents of EL and FEP students.</li> <li>• <b>Review</b> school records that indicate notifications were mailed, sent home, or communicated orally in a language parents understand.</li> </ul>	<ul style="list-style-type: none"> <li>• The notification to parents of EL students contains the results of their child's English-language and primary-language proficiency assessment.</li> <li>• The notification to parents of FEP students contains the results of their child's English-language proficiency assessment.</li> <li>• District and school written notification is provided in English and in all languages which are spoken by 15 percent or more of the students in the school, as determined by the census data submitted to CDE.</li> <li>• Evidence on file indicates that the results were communicated orally to parents or guardians unable to understand written communication.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>III-EL5</b> All EL students shall be placed in English-language classrooms unless a parental exception waiver has been granted for an alternative program. <b>Note:</b> The individualized education program (IEP) team determines placement of each special education student regardless of language proficiency. No provision of an IEP requires a parental exception waiver under this section. <b>III-EL5a</b> EL students with less-than-reasonable fluency in English have been placed in structured English immersion for a period not normally intended to exceed one year. If they have not achieved a reasonable level of English proficiency at the end of the transitional period, they may be reenrolled unless the parents or guardians object.	<b>District and Site</b> ..... <ul style="list-style-type: none"> <li>• <b>Review</b> any existing district plans or policy statements related to structured English immersion instruction.</li> <li>• <b>Interview</b> administrators and key planners.</li> </ul>	<ul style="list-style-type: none"> <li>• The district's program description for structured English immersion includes criteria for determining when EL students have acquired reasonable fluency in English or a good working knowledge of English. Students who are rated as having less-than-reasonable fluency</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>
<p><b>III-EL5a (Continued)</b></p> <p><i>Note: Structured English immersion or sheltered English immersion means an English-language acquisition process for young children in which nearly all classroom instruction is in English, but the curriculum and presentation are designed for children who are learning the language.</i></p> <p>(EC 305, 306[d]; 5 CCR 11301; 34 CFR 300.300, 300.552)</p>	<p><i>ASK:</i></p> <p>How is primary-language proficiency recorded for each EL student (comprehension, speaking, reading, and writing)?</p> <p><i>ASK:</i></p> <p>What is the district's program description for structured English immersion?</p> <p>What are the district's criteria for determining when EL students have acquired "reasonable fluency" in English or a "good working knowledge" of English?</p> <p>What is the district's definition of "nearly all" as it pertains to the usage of English in the structured English immersion program?</p> <p>What are the district's criteria for the placement of EL students in the structured English immersion program?</p> <p>Are EL students placed in a structured English immersion program that is "nearly all" in English?</p> <p><b>Site</b></p> <ul style="list-style-type: none"> <li>• <b>Take</b> a sample of at least two EL students who are assigned to a structured English immersion program per grade from at least three different grade levels.</li> <li>• <b>Review</b> students' English fluency levels to determine that the district's policy has been followed.</li> </ul>	<p>in English or who have a good working knowledge of English are placed in a structured English immersion program unless a parental exception waiver has been granted for an alternative program or a parent or guardian has requested that his or her child be placed in an English-language mainstream classroom.</p>	<p>C NC N/A</p>



Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p><b>III-EL5b</b> English learners (EL students) with reasonable fluency in English have been placed in an English-language mainstream classroom. The district has established criteria to determine when EL students have acquired reasonable fluency (i.e., a good working knowledge) in English.</p> <p>At any time, including during the school year, a parent or guardian of an English learner may have his or her child moved into an English-language mainstream classroom.</p> <p><b>Note:</b> Students who have not met the criteria for redesignation shall continue to receive additional and appropriate services that will allow them to meet both their English-language and their academic needs.</p> <p>(EC 305, 306[c]; 5 CCR 11301; 34 CFR 300.300, 300.552)</p>	<p><b>District and Site</b></p> <hr/> <ul style="list-style-type: none"> <li>• <b>Review</b> any existing district plans or policy statements related to instruction in an English-language mainstream classroom.</li> <li>• <b>Interview</b> administrators and key planners.</li> </ul> <p><i>ASK:</i></p> <p>What is the district's program description for an English-language mainstream classroom?</p> <p>What is the district's definition of "overwhelmingly" as it pertains to the use of English in the English-language mainstream classroom?</p> <p>What are the district's criteria for the placement of EL students in an English-language mainstream classroom?</p> <p>Are students receiving instruction in the English-language mainstream classroom that is "overwhelmingly" in English?</p> <ul style="list-style-type: none"> <li>• <b>Review</b> the students' English fluency levels to determine whether the district's policy has been followed.</li> </ul> <p><i>ASK:</i></p> <p>What is the school's procedure for handling parents' requests for their children to be placed in an English-language mainstream classroom?</p> <p><b>Site</b></p> <ul style="list-style-type: none"> <li>• <b>Take</b> a sample of at least two EL students who are assigned to an English-language mainstream classroom per grade from at least three different grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Students with reasonable fluency in English or a good working knowledge of English are placed in an English-language mainstream classroom unless they have been granted a parental exception waiver for placement in an alternative program.</li> <li>• Each student whose parent or guardian has requested that his or her child be placed in an English-language mainstream classroom has been placed in such a program. The school has documented all such requests.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
<b>III-EL5c</b> English learners (EL students) who have been granted parental exception waivers are offered an alternative program. Individual schools in which 20 or more students of a given grade level receive a waiver shall be required to offer such a class; otherwise, they must allow the students to transfer to a public school in which such a class is offered. Thus, if 20 or more pupils of a given grade level receive a waiver, the school must provide such a class; but if fewer than 20 of a given grade level receive a waiver, the school must either provide such a class or allow the pupils to transfer to another school in the district that provides such a class.  (EC 305, 310, 311; 5 CCR 11303; 34 CFR 300.300, 300.552; 83 Ops. Cal. Atty. Gen. [2000] 40, 43)	<b>District and Site</b> ..... <ul style="list-style-type: none"> <li>• <b>Review</b> any existing district plans or policy statements related to any alternative program(s) offered.</li> <li>• <b>Interview</b> administrators and key planners.  <i>ASK:</i>                What are the district's program descriptions for the alternative program(s) it offers?                What is the district's procedure for placement of EL students in an alternative program?                Are students who have been granted waivers placed in an alternative program?</li> </ul> <b>Site</b> <ul style="list-style-type: none"> <li>• <b>Take</b> a sample of EL students in each alternative program offered.</li> <li>• <b>Review</b> implementation of parental exception waivers.</li> <li>• <b>Interview</b> administrators and key planners.  <i>ASK:</i>                What are the school's program descriptions for any alternative program(s) it offers?                What is the school's procedure for the placement of EL students in the alternative program(s)?                Are students placed in the alternative program at the school when 20 or more waivers at a given grade level in a given language have been granted?                When fewer than 20 waivers have been granted at a given grade level at the school, are those students offered an alternative program either at that school or at another school in the district that provides such a program?</li> </ul>	<ul style="list-style-type: none"> <li>• The district has a policy and procedures for parents to ensure placement of their children in an alternative program; these procedures include a description of how to obtain an interdistrict or intradistrict transfer to an alternative program.</li> <li>• Each student who has been granted a parental exception waiver for an alternative program has been given the opportunity to participate in such a program.</li> <li>• The school has documented all parental exception waiver requests.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# IV

## Staffing and Professional Growth

To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p><b>IV-EL6</b> The district shall ensure that all teaching personnel assigned to provide instruction as described in item II-EL3 are qualified to provide instructional services to English learners (EL students).</p> <p><b>IV-EL6a</b> An adequate number of qualified teachers have been assigned to implement the required English-language development (ELD) instruction for each EL student. Upon documentation of a local shortage of qualified teachers to provide ELD instruction, the district has adopted and is implementing interim measures by which it plans to remedy the shortage.</p> <p>(EC 305, 306, 44253, 44253.1, 44253.2, 44253.3, 44253.10; 5 CCR 11302; 20 USC 1703[f]; <i>Castañeda v. Pickard</i> [5th Cir. 1981] 648 F.2d 989, 1011; <i>Gómez v. Illinois State Board of Education</i> [7th Cir. 1987] 811 F.2d 1030, 1041–1042)</p>	<p><b>District and Site</b></p> <p>.....</p> <ul style="list-style-type: none"> <li>• If the district has a shortage of teachers authorized to provide ELD, <b>review</b> documentation that the district is implementing a plan to remedy the shortage.</li> <li>• <b>Select</b> a random sample of at least three teachers and <b>review</b> documentation supporting the district's determination that it is implementing interim measures by which it plans to remedy the shortage.</li> <li>• <b>Review</b> any documentation that the district uses to notify teachers that their teaching assignments are interim in nature.</li> <li>• <b>Observe</b> selected ELD lessons. Follow a sample of at least two EL students in at least three grade levels in the school.</li> <li>• <b>Interview</b> teachers and district and site administrators.</li> </ul> <p><i>ASK:</i></p> <p>How are teachers who do not currently possess the appropriate ELD authorization notified that their assignments are provisional in nature?</p> <p>What is the process for notifying teachers in interim positions that they must complete the necessary training for certification within a reasonable amount of time?</p>	<ul style="list-style-type: none"> <li>• Each EL student is receiving instruction in English-language development from an authorized teacher.</li> <li>• Teachers who do not currently possess the appropriate ELD authorization and are designated as provisionally assigned teachers are enrolled and are participating in the training component as specified in the district's English Learner Staffing Plan.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i> <i>C NC N/A</i>
<b>IV-EL6b</b> An adequate number of qualified teachers have been assigned to provide EL students with access to core curriculum instruction to ensure each EL student receives an equal educational opportunity. Upon documentation of a local shortage of qualified teachers to provide such instruction, the district has adopted and is implementing measures by which it plans to remedy the shortage. (EC 305, 306, 44253, 44253.1, 44253.2, 44253.3, 44253.10; 5 CCR 11302; 20 USC 1703[f]; <i>Castañeda v. Pickard</i> [5th Cir. 1981] 648 F.2d 989, 1011; <i>Gómez v. Illinois State Board of Education</i> [7th Cir. 1987] 811 F.2d 1030, 1041–1042)	<b>District and Site</b> ..... <ul style="list-style-type: none"> <li>• <b>Select</b> a random sample of at least three teachers and <b>review</b> documentation supporting the district's determination that it is implementing measures to remedy the shortage.</li> <li>• <b>Review</b> any documentation of the district's notices that teaching assignments are interim in nature.</li> <li>• <b>Interview</b> teachers and district and site administrators.</li> </ul> <b>ASK:</b> How are teachers who do not possess the appropriate authorization notified that their assignments are provisional in nature? What is the process for notifying teachers in interim positions that they are to complete the necessary training for certification within a reasonable amount of time?	<ul style="list-style-type: none"> <li>• Each teacher providing specialized academic instruction for EL students meets one of the following requirements:               <ul style="list-style-type: none"> <li>- The teacher holds a teaching authorization issued by the Commission on Teacher Credentialing (CTC) authorizing services for EL students.</li> <li>- The teacher is enrolled annually in training that will result in authorization to ensure EL students have access to the core curriculum according to the timelines in the district's English Learner Staffing Plan or is scheduled to be reassigned.</li> </ul> </li> <li>• Whenever the students' primary language is a mode of instruction, the teacher must have, or be in training for, a bilingual, cross-cultural, language, and academic development (BCLAD) certificate or comparable authorization.</li> <li>• Whenever SDAIE is a mode of instruction, the teacher must have or be in training for CLAD certification or comparable authorization.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>IV-EL7</b> The school district provides an adequate in-service training program that qualifies existing and future personnel to provide appropriate instructional services to EL students. (20 USC 1703[f]; EC 62002; formerly EC 52161; <i>Castañeda v. Pickard</i> [5th Cir. 1981] 648 F.2d 989, 1012–1013)	<b>District and Site</b> ..... <ul style="list-style-type: none"> <li>• <b>Review</b> a description of the in-service program, including the following information:               <ul style="list-style-type: none"> <li>- A description of in-service activities and corresponding schedules for each of the following:                    Teachers                    Paraprofessionals                    Administrators                    Counselors                    Other educators</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The district has implemented an in-service program in at least the following areas:               <ul style="list-style-type: none"> <li>- ELD teaching methodology</li> <li>- Structured English immersion</li> <li>- Additional and appropriate educational services for EL students in English-language mainstream classrooms</li> <li>- Alternative course of study</li> </ul> </li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>
			<i>C NC N/A</i>
	<ul style="list-style-type: none"> <li>• <b>Review</b> a list of all teachers and other staff assigned to provide primary-language instruction and/or English-language-development instruction and/or SDAIE and note all teaching authorizations held by teachers and their training status.</li> <li>• <b>Review</b> attendance records of teachers and staff participating in the in-service program offered during the current school year.</li> </ul>	<ul style="list-style-type: none"> <li>- Special instructional methodology (e.g., SDAIE) for teaching the content of the core curriculum in English to EL students</li> <li>- Appropriate issues related to cross-cultural understanding and self-image</li> <li>• In-service training is provided for (1) teachers who are assigned to English-language development, bilingual instruction, and/or SDAIE across the district's core curriculum for EL students and (2) teachers who do not possess the appropriate teaching authorization(s) from CTC.</li> <li>• Teachers and other staff members have participated in the in-service program.</li> <li>• The district has made progress in qualifying existing and future personnel as teachers of EL students as evidenced by the number of teachers who have obtained a CLAD, BCLAD, or SB 1969/395 authorization during the current school year.</li> </ul>	

## V

### Parent and Community Involvement

To ensure that parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training and volunteer activities, and the creation of partnerships

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>
			<i>C NC N/A</i>
<b>V-EL8</b> The district has established procedures for applying for parental exception waivers, which include prior, written, informed consent; an annual request; and a personal visit to the school to apply for the waiver. The district provides full descriptions of the different educational programs and all the educational opportunities available to the student as well as			

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i> C NC N/A
<p><b>V-EL8 (Continued)</b>  <b>descriptions of the educational materials to be used. The different educational program choices offered may not consist exclusively of courses taught only in English.</b></p> <p><b>Note:</b> The individualized education program team determines the placement of each special education student regardless of the student's language proficiency. No provision of an IEP requires a parental exception waiver.</p>			
<p><b>V-EL8a</b> Parents and guardians of English learners (EL students) are notified annually of the placement of their children in either a structured English-immersion program or an English-language mainstream program and are provided full descriptions of all educational opportunities available to them, including the opportunity to apply for parental exception waivers. The three types of waivers are for:</p> <ul style="list-style-type: none"> <li>• Children who already know English</li> <li>• Older children (ten years and older)</li> <li>• Children with special needs (physical, emotional, psychological, or educational)</li> </ul> <p>(EC 305, 306, 310, 311, 48985; 5 CCR 11303; 34 CFR 300.300, 300.552; 83 Ops. Cal. Atty. Gen. [2000] 40, 42–43)</p>	<p><b>District</b></p> <p>.....</p> <ul style="list-style-type: none"> <li>• <b>Review</b> written notifications sent to parents about the placement of EL students.</li> <li>• <b>Review</b> district records that indicate parents received full descriptions (in a language they understand) of the educational materials to be used in the different educational programs available to the students.</li> <li>• <b>Review</b> school records that indicate notifications were mailed, sent home, or communicated orally in a language the parents understand.</li> <li>• <b>Review</b> the notification process that the district uses to inform parents of the opportunity to apply for a parental exception waiver.</li> <li>• <b>Review</b> district records that document a personal visit by a parent or guardian in applying for a parental exception waiver.</li> <li>• <b>Review</b> district records that document that the district English-learner advisory committee (DELAC) was given the opportunity to review and comment on the written notification concerning initial placement and the opportunity to apply for a parental exception waiver.</li> </ul>	<ul style="list-style-type: none"> <li>• The notifications to parents of EL students contain information about their child's placement in an English-language classroom, full descriptions of the educational opportunities available to them in the district, the educational materials to be used in the different educational programs, and the opportunity to apply for a parental exception waiver. The different educational program choice(s) may not exclusively consist of courses taught only in English.</li> <li>• District and school written notification is provided in English and in all languages that are spoken by 15 percent or more of the students in the school, as determined by the census data submitted to CDE.</li> <li>• District and school written notification is provided in English and in all languages that are spoken by 15 percent or more of the students in the school, as determined by the census data submitted to CDE.</li> <li>• Documentation is available that notification is communicated orally to parents or guardians who request it or are unable to understand written communication.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i> <i>C NC N/A</i>
	<ul style="list-style-type: none"> <li>• <b>Interview</b> administrators, staff, DELAC members, and other parents. <i>ASK:</i> What are the procedures for parent notification?</li> <li>• <b>Interview</b> DELAC members and other parents. <i>ASK:</i> Was the DELAC consulted regarding the notice concerning initial placement and parental exception waivers?</li> <li>• <b>Interview</b> parents. <i>ASK:</i> Have you received notification of your child's placement in the district's programs? Have you been notified about the opportunity to apply for parental exception waivers?</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation is on file that all requirements are communicated to parents, whether in writing or orally.</li> <li>• The procedures or policy for parental exception waivers includes an opportunity for parents to transfer their student to another school that offers an alternative program when fewer than 20 waivers have been granted and the program is not currently provided at that school site.</li> </ul>	
<p><b>V-EL8b</b> The district shall act on all parental exception waivers by following the district's policy and procedures, which include:</p> <ol style="list-style-type: none"> <li>1. Timelines that are consistent with state regulatory provisions</li> <li>2. Availability of alternative program(s), which do not exclusively consist of courses taught only in English</li> <li>3. Reason for denials, which must be in writing and individually determined</li> <li>4. Appeal of denials</li> </ol> <p>A district's policy and procedures must ensure that each application for a waiver is considered on its individual merits with great deference given to parental preference for student placement.</p>	<p><b>District</b></p> <p>.....</p> <ul style="list-style-type: none"> <li>• <b>Review</b> the district policy and procedures for applying for parental exception waivers.</li> <li>• <b>Review</b> district records that indicate timelines for granting parental exception waivers.</li> <li>• <b>Review</b> the district's appeal procedure for any denial of a parental exception waiver.</li> <li>• <b>Review</b> samples of waiver requests that have been approved or denied.</li> <li>• <b>Interview</b> administration, staff, and parents. <i>ASK:</i> How is the procedure for handling waivers implemented at the school? Who keeps track of each waiver request?</li> </ul>	<ul style="list-style-type: none"> <li>• All parents are informed of the opportunity to apply for a parental exception waiver, and the district's programs are described in nontechnical terms.</li> <li>• Prior to their first year of placement in an alternative program, EL students who are granted a type "C" (EC 311[c]) parental exception waiver have been placed in an English-language program for 30 calendar days.</li> <li>• The school or district has acted appropriately and in a timely manner on each waiver request.</li> <li>• Each parental exception waiver has been granted unless evidence exists that the school principal <i>and</i> educational staff have determined</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>
			<i>C NC N/A</i>
<b>V-EL8b</b> (Continued) (EC 305, 306, 310, 311; 5 CCR 11303; 34 CFR 300.300, 300.552; 83 Ops. Cal. Atty. Gen. [2000] 40, 43–44)	Have all schools received district information on the waiver policy and procedures? Has the school acted on all parental exception waivers and done so in a timely manner? To parents: Was the waiver procedure fully described? Describe your experience with the approval, denial, or appeal process.	the alternative program would not be better suited for the overall educational development of the pupil. <ul style="list-style-type: none"> <li>School districts cannot summarily deny parental waivers nor can they base a denial on the grounds that the district has no alternative program(s).</li> <li>The staff (e.g., teachers, counselors, administrators) at school sites may initiate or recommend an alternative program to a parent or do both.</li> </ul>	

<b>VI</b>	<b>Governance and Administration</b> To ensure that all schools conduct high-quality programs that are effectively managed and operated within appropriate legal parameters
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<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>
			<i>C NC N/A</i>
<b>VI-EL9</b> The district and school sites, have functioning English-learner advisory committees meeting all legal requirements, as required. <b>VI-EL9a</b> Whenever 21 or more English learners (EL students) are enrolled at a school site, the site has a functioning EL advisory committee (ELAC) on programs and services for EL students that has met <i>all</i> of the following requirements: 1.Has been elected by the parents or guardians of EL students at the school site 2.Has advised the principal and staff on: a. The development of a detailed school plan for EL students that will be submitted to the governing board	<b>Site</b> ..... <ul style="list-style-type: none"> <li><b>Review</b> records of the membership, minutes of meetings, and the activities of the school-level ELAC for the past 12 months.</li> <li><b>Review</b> procedures for delegation of duties and responsibilities if the ELAC delegated such duties and responsibilities to another school advisory committee.</li> <li><b>Interview</b> at least one parent member of the school-level advisory committee.  <i>ASK:</i></li> </ul>	<ul style="list-style-type: none"> <li>English learner advisory committees at the school or district level may be referred to as bilingual advisory committees; regardless of the programs offered by a school or district, these committees provide advice on all programs and services for EL students.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i> C NC N/A
<p>b. The development of the school's needs assessment</p> <p>c. Administration of the school's language census</p> <p>d. Efforts to make parents aware of the importance of regular school attendance</p> <p>3. Has had an election of members in which all parents of EL students have had an opportunity to vote and in which the parents or guardians of EL students elect the parent members of the committee</p> <p>4. Has had the opportunity to elect at least one member of the district's EL advisory committee or has participated in a proportionate regional representation scheme when there are 31 or more parent advisory committees in the district</p> <p>5. Has received training materials and training, planned in full consultation with committee members, appropriate to assist members in carrying out their legal responsibilities</p> <p>(EC 62002.5; formerly EC 52168, 52176; 5 CCR 4312)</p>	<p>How has the ELAC or the committee to which the ELAC formally delegated its legal responsibilities advised the principal and staff on:</p> <p>a. The development of the section in the school plan pertaining to EL students' education</p> <p>b. The conduct of the school's needs assessment</p> <p>c. Administration of the language census</p> <p>d. Efforts to ensure regular school attendance</p> <p>How has the parent committee been selected?</p> <p>What are some of the specific advisory and training opportunities in EL issues for the committee?</p> <p>What recommendations has the committee provided to the principal and staff?</p> <p>How have these been documented?</p>		
<p><b>VI-EL9b</b> Whenever 51 or more EL students are enrolled in a district, the district has established a functioning district EL advisory committee (DELAC) on programs and services for EL students or a subcommittee of an existing district committee that has met <i>all</i> of the following requirements:</p> <p>1. Has had the opportunity to advise the governing board on at least the following tasks:</p>	<p><b>District</b></p> <p>.....</p> <ul style="list-style-type: none"> <li><b>Review</b> records of the membership, minutes of meetings, and activities of the district-level parent advisory committee or subcommittee for the past 12 months.</li> <li><b>Interview</b> at least one parent member of the district-level committee.</li> </ul> <p><i>ASK:</i></p> <p>What opportunities have you had to advise on the English-learner education plan and related</p>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
<b>VI-EL9b (Continued)</b> a. A timetable for and development of a district master plan of education programs and services for EL students, taking into consideration the school site plans for EL students b. Conducting a districtwide needs assessment on a school-by-school basis c. Establishment of a district program, goals, and objectives for programs and services for EL students d. Development of a plan to ensure compliance with applicable teacher or aide requirements e. Administration of the language census f. Review of and comments on the written notification of initial enrollment as required in 5 CCR 11303(a) g. Review of and comments on any related waiver request h. Review of and comment on the district reclassification procedures 2. Has received training materials and training, planned in full consultation with the committee, appropriate to assist parent members in carrying out their responsibilities. (EC 33051[a], 62002.5; formerly EC 52168, 52176; 5 CCR 4312, 11303[a])	issues—census, goals, notification, and so forth? What training activities have been provided to assist you in carrying out your responsibilities as a committee member? What is the composition of the district committee? What recommendations has the district committee made to the local governing board? How have these been documented and used? Do you have training materials to assist you in carrying out your responsibilities?				

# VII

## Funding

To ensure that financial plans and practices meet legal requirements and programs operate to achieve the local educational agency's priorities and goals for student success

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status C NC N/A
<p><b>VII-EL10 Adequate basic resources are available for English learners (EL students), and EIA-LEP (Economic Impact Aid-Limited English Proficiency) funds are used only to supplement, not supplant, the district's general funds as well as any other categorical funds the district receives.</b></p> <p><b>VII-EL10a</b> Adequate basic general fund resources are available to provide each EL student with learning opportunities in an appropriate program, including ELD and the rest of the core curriculum. The provision of such general fund resources is not contingent on the receipt of state or federal categorical aid funds.</p> <p><i>(Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1010, 1012–1013)</i></p>	<p><b>District and Site</b></p> <p>.....</p> <ul style="list-style-type: none"> <li>• <b>Review</b> district and site documentation of use of the district's general funds to provide resources necessary to deliver the core curriculum for each EL student.</li> <li>• <b>Review</b> the availability and verify the use of primary-language materials, when appropriate, and materials in English appropriate to nonnative speakers for teaching of the district's core curriculum—basic classroom materials, library collections, and so forth.</li> <li>• <b>Review</b> the availability and verify the use of primary-language materials, when appropriate, and materials in English appropriate to nonnative speakers for teaching of the district's core curriculum—basic classroom materials, library collections, and so forth.</li> <li>• <b>Interview</b> district or site administrators.</li> </ul> <p><i>ASK:</i></p> <p>How are basic state-required program services that are identified in compliance items II-EL3a and II-EL3b provided to EL students through district resources?</p> <p>What kind of instructional materials in English and the primary language have been purchased with basic general fund resources for use with EL students?</p> <p>Are the instructional materials appropriate to meet the needs of EL students?</p> <p>What other district services are provided with basic general fund resources to EL students?</p>	<ul style="list-style-type: none"> <li>• General fund resources provide an appropriate core curriculum for each EL student. Resources include staff, curriculum materials, instructional supplies, and other district services available to students.</li> <li>• The school site provides adequate and appropriate ELD materials.</li> <li>• District sources provide adequate services in ELD, primary-language instruction, SDAIE, and instruction that promotes each student's self-image and cross-cultural understanding.</li> <li>• Instructional supplies and appropriate curriculum materials are provided for each EL student, including, when appropriate, primary-language materials used to implement the district's alternative program (textbooks, reading materials, and so forth).</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>N</i>	<i>N/A</i>
<b>VII-EL10b</b> EIA-LEP funds are used to meet the academic needs of English learners (EL students). These funds supplement, but do not supplant, existing resources at the school site. (EC 305, 54032, 62002; formerly EC 52161, 52168; 5 CCR 4320)	<b>District and Site</b> ..... <ul style="list-style-type: none"> <li>• <b>Review</b> the district's EIA allocation plan as specified in the consolidated application and compare the plan with actual school-site budgets.</li> <li>• <b>Verify</b> that EIA-LEP funds are appropriately used.</li> <li>• <b>Interview</b> district and site administrators.</li> </ul> <b>ASK:</b> How are EIA-LEP funds used to supplement EL students' learning of the core curriculum?	<ul style="list-style-type: none"> <li>- Special in-service training for teachers and paraprofessionals to develop instructional skills</li> <li>- Parental involvement</li> <li>- Other reasonable expenses, which may include transportation, child care, translation services, meals, and training of parent advisory groups</li> </ul> <b>Note:</b> If the district and school site receive other state and federal funds, such as school improvement or Improving America's Schools Act funds, such funds supplement, and do not supplant, the district's core curriculum services and other categorical funds for EL students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# **SECTION 2**

## **Redesignation Form for Reclassification**



## Adelanto School District

### Redesignation Form for Reclassification

Student's Name _____	Primary Language _____	Grade _____
D.O.B. _____	School _____	Date first identified as English Learner _____

Initial Recommendation for Redesignation

Date Initiated \_\_\_\_\_

Request Initiated by (✓ one)

☐ Administrator ☐ Teacher ☐ Parent

☐ Other \_\_\_\_\_

#### Criteria For Redesignation

1. *Reading Criteria-* Student meets performance in California Standards Test of basic or above in Language and Reading.

Date of assessment \_\_\_\_\_

Score Language \_\_\_\_\_ Score Reading \_\_\_\_\_

2. *District CRT-* Students meets cut point in Language CRT. Date \_\_\_\_\_ Score \_\_\_\_\_

3. *CELDT* results from annual assessment at EA or A overall and score of Int. or higher in listening, speaking, reading, and writing

Date of assessment \_\_\_\_\_ CELDT overall \_\_\_\_\_

Listening/Speaking \_\_\_\_\_ Reading \_\_\_\_\_ Writing \_\_\_\_\_

4. *Writing Criteria-* Grades 1-5

Score of 2 or better on OE writing prompts.

Date \_\_\_\_\_/Score \_\_\_\_\_ Date \_\_\_\_\_/Score \_\_\_\_\_

5. *Teacher Evaluation and Student Academic Performance in English-*

Students at 2 or better in Grades 1-5 –

L.A. \_\_\_\_\_ Reading \_\_\_\_\_ Math \_\_\_\_\_

Students in grades 6-8 need to obtain a grade of "C" or better in all academic areas:

English \_\_\_\_\_ Math \_\_\_\_\_ Science \_\_\_\_\_

History/Social Science \_\_\_\_\_ Date \_\_\_\_\_

Teacher Certification that the student meets the Academic Achievement in English:

Teacher \_\_\_\_\_

Meets Redesignation Criteria: ☐ Yes ☐ No

Date \_\_\_\_\_

Meets Redesignation Exception Criteria: ☐ Yes ☐ No

Date \_\_\_\_\_

This student is designated as Fluent English Speaking (FEP) ☐

Site Administrator \_\_\_\_\_ Date \_\_\_\_\_

District Administrator \_\_\_\_\_ Date \_\_\_\_\_

Classroom Teacher \_\_\_\_\_ Date \_\_\_\_\_

ELL Coordinator \_\_\_\_\_ Date \_\_\_\_\_

Parent \_\_\_\_\_ Date \_\_\_\_\_

# **SECTION 3**

## **Monitoring Form for Reclassified Students**



## Adelanto School District

### Monitoring Form for Reclassified Students

Student's Name _____	Primary Language _____
Grade student was reclassified _____	School/District that reclassified _____
Date reclassified _____ Student monitored successfully 2 years <input type="checkbox"/> Yes <input type="checkbox"/> No If No reevaluate placement	

First Year 200\_\_ Grade\_\_ School \_\_\_\_\_

Teacher(s) \_\_\_\_\_

#### Criteria For Maintaining Reclassification Status

1. *Reading Criteria*- Student meets standard in CST of basic or above in Language and Reading. Date \_\_\_\_\_

Score Language \_\_\_\_\_ Score Reading \_\_\_\_\_

2. *District CRT*- Student meets cut point in Language CRT Date \_\_\_\_\_ Score \_\_\_\_\_

3. *CELDT* results from last test at *EA* or *A* overall and *Int.* or higher in listening/speaking, reading and writing

Date last test \_\_\_\_\_ CELDT overall \_\_\_\_\_

Listening/Speaking \_\_\_\_\_ Reading \_\_\_\_\_ Writing \_\_\_\_\_

4. *Writing Criteria*- Grades 1-5

Score of 2 or better on OE writing prompts.  
date \_\_\_\_\_/score date \_\_\_\_\_/score \_\_\_\_\_

5. *Teacher Evaluation and Student Academic Performance in English*-

Students at 2 or better in Grades 1-5 –

L.A. \_\_\_\_\_ Reading \_\_\_\_\_ Math \_\_\_\_\_

Students in grades 6-8 need to obtain a grade of “C” or better in all academic areas:

English \_\_\_\_\_ Math \_\_\_\_\_ Science \_\_\_\_\_ History/SS \_\_\_\_\_

Student met \_\_\_\_\_ of the 4 criteria

Student performing at grade level as required. ☐ Yes ☐ No

Student needs additional support ☐ Yes ☐ No

ELL Coordinator \_\_\_\_\_ Date \_\_\_\_\_

Second Year 200\_\_ Grade\_\_ School \_\_\_\_\_

Teacher(s) \_\_\_\_\_

#### Criteria For Maintaining Reclassification Status

1. *Reading Criteria*- Student meets standard in CST of basic or above Language and Reading. Date \_\_\_\_\_

Score Language \_\_\_\_\_ Score Reading \_\_\_\_\_

2. *District CRT*- Student meets cut point in Language CRT Date \_\_\_\_\_ Score \_\_\_\_\_

3. *CELDT* results from last test at *EA* or *A* overall and *Int.* or higher in listening/speaking, reading and writing

Date last test \_\_\_\_\_ CELDT overall \_\_\_\_\_

Listening/Speaking \_\_\_\_\_ Reading \_\_\_\_\_

Writing \_\_\_\_\_

4. *Writing Criteria*- Grades 1-5

Score of 2 or better on OE writing prompts.  
Date \_\_\_\_\_/score date \_\_\_\_\_/score \_\_\_\_\_

5. *Teacher Evaluation and Student Academic Performance in English*-

Students at 2 or better in Grades 1-5 –

L.A. \_\_\_\_\_ Reading \_\_\_\_\_ Math \_\_\_\_\_

Students in grades 6-8 need to obtain a grade of “C” or better in all academic areas:

English \_\_\_\_\_ Math \_\_\_\_\_ Science \_\_\_\_\_ History/SS \_\_\_\_\_

Student met \_\_\_\_\_ of the 4 criteria

Student performing at grade level as required. ☐ Yes ☐ No

Student needs additional support ☐ Yes ☐ No

ELL Coordinator \_\_\_\_\_ Date \_\_\_\_\_



# **SECTION 4**

## **ELL Teacher's Student List**

#3

# ELL Teacher's Student List

Circle 1 Trimester 1 23 Semester 1 2

Site Name \_\_\_\_\_

Room #	Teacher	Grade	Student Name (last, first)	Previous CELDY level(s)	Present CELDY level(s)	Student Assessment Progress Report	Intervention Recommendations or N/A
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							

# **SECTION 5**

## Elementary Site Teacher List

# Elementary Site Teacher List

## CLAD/BCLAD Status Report

#5

Date \_\_\_\_\_ 200\_\_ Grade Level K 1 2 3 4 5 Site Name \_\_\_\_\_

Room #	Teacher	Grade	Credential Status	BCLAD/CLAD Credential	Enrollment	EL Levels 1, 2,3	EL Levels 4, 5	R-FEP	EO
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
	<b>School Totals</b>								
	<b>Total Classes</b>								
	<b>Enrollment</b>								

# **SECTION 6**

## Secondary Site Teacher List

## Secondary Site Teacher List

#6

### CLAD/BCLAD Status Report

Date \_\_\_\_\_ 200\_\_ Grade Level 6 7 8

Site Name \_\_\_\_\_

Room #	Teacher	Grade	Credential Status	BCLAD/CLAD Credential	Enrollment	EL Levels 1, 2,3	EL Levels 4, 5	R-FEP	EO
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
	<b>School Totals</b>								
	<b>Total Classes</b>								
	<b>Enrollment</b>								

# **SECTION 7**

Parent Letter Initial Identification  
(Spanish/English)



## *Adelanto School District*

11824 Air Expressway, Adelanto, California 92301  
(760) 246-8691  
Fax (760) 246-4259

**To:** Parents/Guardians  
**From:** Department of Categorical Programs  
**Re:** Initial Identification of English Learners

**Date:**

The State and Federal laws require all school districts in California to give a state test to students whose home language is not English. The name of this test is the California English Language Development Test (CELDT). Its purpose is to determine how well each student tested can speak, listen, read, and write English.

Your student has been given the CELDT, and the results have identified him/her as an English Learner. Your student will be assigned to an appropriate instructional program based on the results. The goal of this program is to develop proficiency in English and success in the core curriculum.

You are invited to request a conference where your student's program will be explained. To schedule your student conference, call your child's school.

You are welcome to observe in the classroom and to participate in the school's English Learner Advisory Committee. If you have any questions regarding your student's instructional placement, please feel free to contact the school principal.

We will use all educational resources to build upon the District's foundation to meet the educational needs of all students by continually improving the content of our learning programs, which demonstrate our commitment to education. Our commitment involves a strong community/school relationship which will produce life long learners.



# **SECTION 8**

Annual CELDT Assessment Results, and  
Annual Parent Notification Letter

**Adelanto School District  
Annual Parent Notification Letter**

**State and Federal Title III Requirements  
Annual Assessment Results and Program Placement for English Learners**

To the parent(s) / Guardian(s) of: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

Student ID #: \_\_\_\_\_ D.O.B.: \_\_\_\_\_ Grade: \_\_\_\_\_ Primary Language: \_\_\_\_\_

**Dear Parent(s):** Upon enrollment, a language other than English was noted on your child's Home Language Survey. Pursuant to California law, our school district is required to annually assess the English proficiency of your child. This form is intended to notify you of this assessment, program placement, our recommendation, and the program options that are available to your child according to state and federal Title III laws.

**English Language Assessment Results  
Limited English Proficiency Identification**

Your child has been administered the California English Language Development Test (CELDT). The results are as follows:

Area of Skill	CELDT Proficiency Level
Listening and Speaking	
Reading	
Writing	
<b>Overall Proficiency</b>	

\* See back for  
language level description

Based on the results of the California English Language Development Test (CELDT), your child has been identified as:

- ☐ **English Learner (EL)** with *less than reasonable fluency in English* and will be placed in the Structured English Immersion Program.
- ☐ **English Learner (EL)** with *less than reasonable fluency in English* and will be placed in the Sheltered English Program.
- ☐ **English Learner (EL)** with *reasonable fluency in English* and will be placed in the English Mainstream Program.
- ☐ **Fluent English Proficient (FEP)** student and will be placed in the district's regular program of instruction.

⇒ **English Learners, who are also identified as learning disabled students,** will be assigned according to their Individualized Education Plan (IEP).

CELDT Proficiency Level	Rate**	Program Placement
Beginning (L1)	Less than reasonable fluency *	1 yr Structured English Immersion **
Early Intermediate (L2)	Less than reasonable fluency *	1 yr Structured English Immersion **
Intermediate (L3)	Less than reasonable fluency *	1-2 yrs Structured English Immersion **
Early Advanced (L4)	Reasonable fluency *	1 yr English Mainstream **
Advanced (L5)	Fluency as a native speaker	1 yr English Mainstream **
Other Instructional Setting as per IEP		

\* To be determined by the district

\*\* Or an Alternative Education Program with approved Parental Exception Waiver

\*\*\* Rate equals number of school years student should be at that level

Copy to

White – Cum (English)

Yellow – Cum (Spanish)

Pink – Parent

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